

**DEVELOPING APPROPRIATE INTERACTIVE LEARNING
MULTIMEDIA OF LISTENING AND SPEAKING FOR *WHEN ENGLISH
RINGS THE BELL* FOR GRADE VII STUDENTS**

A Thesis

Presented as Partial Fulfillment of Requirement for the Attainment
of *Sarjana Pendidikan* Degree in English Language Education



By:

Raizsa An Nur

09202241063

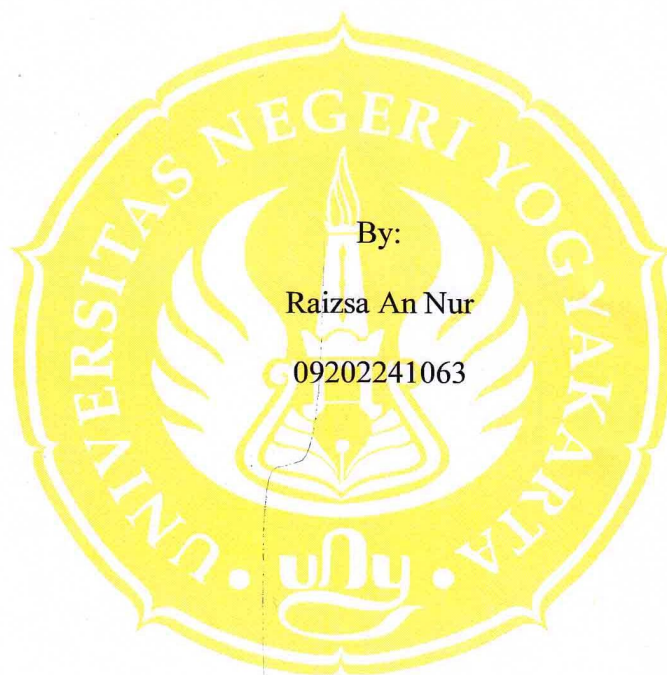
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2014

APPROVAL

**DEVELOPING APPROPRIATE INTERACTIVE LEARNING
MULTIMEDIA OF LISTENING AND SPEAKING FOR *WHEN ENGLISH
RINGS THE BELL* FOR GRADE VII STUDENTS**

A Thesis



Approved on February 27th, 2014 by:

Consultant



Joko Priyana, M.A., Ph.D.

NIP. 19650122 199001 1 001





RATIFICATION

DEVELOPING APPROPRIATE INTERACTIVE LEARNING MULTIMEDIA OF LISTENING AND SPEAKING FOR *WHEN ENGLISH RINGS THE BELL* FOR GRADE VII STUDENTS

A Thesis

Accepted by the Board of Examiners of the English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on 27 February 2014 and declared to have fulfilled the requirement to attain the *Sarjana Pendidikan* Degree in English Language Education.

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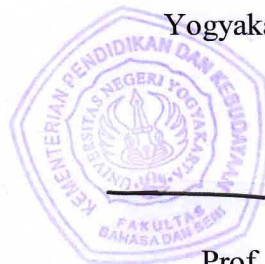
Position	Name	Signature	Date
Chairperson	Drs. Samsul Maarif, M.A.		27/2-2014
Secretary	Siwi Karmadi. K, M. Hum.		27/2-2014
First Examiner	Dr. Agus Widyantoro, M.Pd.		27/2-2014
Second Examiner	Joko Priyana, M.A., Ph.D.		27/2-2014

Yogyakarta, 27 February 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Raizsa An Nur

NIM : 09202241063

Jurusan : Pendidikan Bahasa Inggris

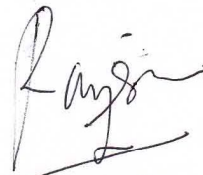
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

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Penulis



Raizsa An Nur

MOTTO

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ ﴿١٥٢﴾

So remember Me, I will remember you. And be grateful to Me and do not deny Me. (QS Al-Baqarah: 152)

DEDICATIONS

This thesis is fully dedicated to my Mom

**YOU'VE MADE ME BELIEVE IN LOVE AT FIRST SIGHT because
I'VE BEEN LOVING YOU SINCE I OPENED MY EYES**

Thanks for your love, hugs and kisses

ACKNOWLEDGMENTS


All praise be to Allah the Almighty, the most Merciful and Beneficent, who has given me remarkable blessing and strength so that I could finish this thesis. In this opportunity, I would also like to thank all of those who have given support, guidance, and assistance without which I would never finish my study.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 27 February 2014



Raizsa An Nur

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Abstract

This study aimed to develop an appropriate interactive learning multimedia program of listening and speaking based on the textbook *When English Rings the Bell* for grade VII students of SMP N 15 Yogyakarta.

This is a Research and Development (R&D) research study. The subjects of the study were the VII A students of SMP N 15 Yogyakarta. The research procedure followed ADDIE design model proposed by Taylor (2004) with some modifications. The steps were analyzing students' needs, designing a course grid and a flowchart, developing the first draft of the interactive learning multimedia, evaluating the first draft by an expert and revising it based on the feedback obtained from the evaluation. The instruments to collect the data were needs analysis questionnaires and an expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage, and then the results were used as the bases to develop the course grid. The quantitative data obtained from the expert judgment were analyzed through descriptive statistics whereas the comments and suggestions were used to revise the first draft to become the final product of the interactive learning multimedia.

This study developed three units of interactive learning multimedia. The first unit is entitled "*How are You?*", the second "*It's my Birthday*" and the third "*I Love People around Me*". Materials adaptation was done to suit the materials from textbook with the students' needs and the goals of the study. Listening and speaking activities were adapted to suit the nature of computer aided multimedia. Speaking materials were limited on modeling and giving instruction to practice, students' self responsibility is highly required to control their learning. The research findings showed that the developed interactive learning multimedia was considered appropriate. The mean score for both content and design aspects were 3.8 which were categorized "Very Good".

CHAPTER I

INTRODUCTION

A. Background to the Problem

Most twenty-first century learners are literate in information technology. They accustom themselves to use information technology in daily life. Technological literacy is knowledge about what technology is, how it works, what purpose it can serve, and how it can be used efficiently and effectively to achieve specific goals (enGauge, 2003: 22). In education environment, teachers are demanded to integrate Information Communication Technology (ICT) into teaching and learning process as a supporting medium. It is written in The Ministerial Regulation No. 65/2013 regarding Standard Process that one of the educational principles is employing information, communication and technology to increase the efficiency and effectiveness of learning. The regulation requires teachers to use ICT in conducting teaching and learning process

Interactive learning multimedia is one of some learning media that require the presence of a computer as a medium on its operational process. Mishra and Sharma (2005: 61) state that multimedia is multisensory; it engages the senses of the student. The term “multimedia” refers to a web-based interactive computer-mediated application that combine text, sound, image, audio, video, and graphic. The presence of those elements can avoid monotonous in learning and also accommodate various kinds of students’ learning style.

Nowadays, many schools have language and computer laboratories. Unfortunately, some schools have not optimally utilized the facilities, for example SMP N 15 Yogyakarta. According to an interview that researcher had with one of some English teachers in the school, it was revealed that the main reason is the absence of multimedia software at school. Teachers have difficulties to find the appropriate English interactive learning multimedia that suit the students' needs. As the alternative, teachers should develop their own interactive multimedia but the problem is they have not enough time and capability of developing it. As the result, textbook becomes the most often used medium in teaching and learning process.

Most of the time teacher teaches by giving explanations to students without encouraging them to discover. This fact is contradictive with the essence of 2013 Curriculum. According to The Ministerial Regulation No. 68/2013, teachers should use scientific approach in teaching. Scientific approach is conducted by following five learning activities they are observing, questioning, experimenting, associating and communicating. Scientific approach trains students to inquire the facts about what they are learning.

Related to the implementation of the latest curriculum, The Ministry of Education and Culture has provided some junior high schools which are appointed to implement Curriculum 2013 in the academic year of 2013/2014 with an English textbook entitled "*When English Rings the Bell*". The content of

the book was developed based on the core and basic competencies of Curriculum 2013 for grade VII students. The textbook is limited on presenting static objects like texts and pictures. It cannot provide students with sound or moving objects such as videos or animations as the input. Moreover, the textbook does not come with audio CD. Therefore, the development of appropriate interactive learning multimedia for grade VII students is necessary to support students in learning by creating a more attractive learning medium and motivated learning environment.

B. Identification of the Problems

Some learning materials that should be developed into interactive learning multimedia are materials for reading, writing, listening, speaking, vocabulary and grammar.

Reading materials are easy to be found, it can be found in newspapers, magazines, textbooks, or brochures, but to find appropriate reading materials for a certain group of students is not an easy task. It should meet the students target and learning needs. Materials of reading should be developed into interactive learning multimedia to offer a new way of learning to read. Reading should not always put on paper, quiet and boring.

Writing is said to be the follow-up activity after reading. Writing materials should encourage students to organize their ideas into sentences. Writing materials in textbooks usually present pictures to stimulate students'

ideas to write. By developing interactive learning multimedia for writing, writing exposure can be presented in more varied ways.

Speaking skill is broadly believed as the most important skill in learning a language. Many people who learn English as a foreign language want to improve their speaking ability. Since communicative language teaching becomes popular, teachers emphasize that language is a means of communication. In education field, speaking is often used as an indicator of students' ability in expressing their ideas and thought. People express their ideas, feelings, and arguments through speaking and good speaking ability supports oral communication.

Vocabulary mastery supported by good pronunciation skills are some requirements to be able to speak fluently. English as foreign language learners do not use English in daily conversation and they rarely get authentic input as well. Some teachers confidently give students example of good pronunciations by modeling, whereas they are not the native speakers of English. Interactive learning multimedia offers a solution in which pronunciation model can be presented as natural as possible by presenting native speakers' voice.

Most foreign language learners have difficulties to comprehend English sound because they are not accustomed to get English input. Listening materials should be developed into interactive learning multimedia because it can present audio and video to stimulate students' listening ability. By listening to audio

recordings and watch videos they can sharpen their listening skill. The presence of multiple media can also make listening activity more interesting for students.

To make a strong building people need high quality materials and a strong foundation to support the building. If reading, writing, listening, speaking and vocabulary are the materials, the foundation should be grammar. Grammar is the “rules” of a language. Most people assume that grammar is difficult but, if it is packaged into interactive learning multimedia it can be fun. Therefore, it is necessary to develop materials of grammar into interactive learning multimedia.

C. Limitation of the Problems

Based on the problems identification, there were at least six learning materials need to be developed into interactive multimedia. However, to assure the quality of the product this study was only focused on developing interactive learning multimedia of listening and speaking for the seventh grade students of SMP N 15 Yogyakarta. The interactive learning multimedia referred to a textbook entitled *When English Rings the Bell* for grade VII. Due to the time constrains, the development was limited into the first three units of the textbook.

D. Formulation of the Problems

Based on the limitation of the problem, the researcher formulates the research problems as follows:

1. What are the target needs of the seventh grade students of SMP N 15 Yogyakarta in learning listening and speaking?
2. What are the learning needs of the seventh grade students of SMP N 15 Yogyakarta in learning listening and speaking?
3. What are the appropriate interactive learning multimedia of listening and speaking for the seventh grade students of SMP N 15 Yogyakarta?

E. Objectives of the Research

The objectives of this study are:

1. To find the target needs of the seventh grade students of SMP N 15 Yogyakarta in learning listening and speaking.
2. To find the learning needs of the seventh grade students of SMP N 15 Yogyakarta in learning listening and speaking.
3. To develop appropriate interactive learning multimedia of listening and speaking for the seventh grade students of SMP N 15 Yogyakarta.

F. Significance of the Research

It is expected that the results of this study give some contributions to:

1. The Students, it will increase their independency in learning English by using interactive learning multimedia.
2. The English teachers, it will give inspiration for them to vary the activities in teaching and learning process.

CHAPTER II

LITERATURE REVIEW

In this chapter, some theories related to the concepts of teaching English in junior high school, listening and speaking, and interactive learning multimedia are reviewed. This chapter also presents review of some relevant research studies and followed by conceptual framework.

A. Review of Related Literature

In this sub chapter some theoretical descriptions of teaching English in junior high school, listening and speaking, and interactive learning multimedia that support this study are described.

1. Teaching English in Junior High School

a. The Curriculum

Teaching and learning process at school in Indonesia is regulated by The Ministry of Education and Culture. Curriculum performs as the guideline in a teaching and learning process. According to The Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. Curriculum 2013 is the latest curriculum released by the government. The curriculum points out that the aim of education is to develop three aspects of students' competence which are attitude, knowledge,

and skill. Based on the Curriculum 2013, basic competencies of listening and speaking for grade VII students are described in the following table.

Table 1: Basic Competencies of Listening and Speaking

Grade	Basic Competencies
VII	<p>3.1 Understanding spoken text in form of greeting and leave taking along with the responses.</p> <p>3.2 Understanding social function, text structure and linguistic elements of spoken text to do self introduction shortly and simply.</p> <p>3.3 Understanding social function, text structure and linguistic elements of spoken text to mention names of days, months, time, date and year.</p> <p>3.4 Understanding social function, text structure and linguistic elements of spoken text to tell personal identity shortly and simply.</p> <p>4.1 Arranging spoken text to do and respond to greeting and leave taking correctly and contextually.</p> <p>4.2 Arranging spoken text to do and respond to short and simple self introduction correctly and contextually.</p> <p>4.3 Arranging spoken text to mention names of days, months, time, dates and years correctly and contextually.</p> <p>4.4 Arranging very short and simple spoken text to tell personal identity correctly and contextually.</p>

Learning materials in Curriculum 2013 should be thematic and integrated. It means that one subject is integrated with other subjects and the materials are applicative in daily life. It is written in The Ministerial Regulation No. 65/2013 regarding standard process that learning goals in the Curriculum 2013 cover students' development in three aspects they are attitude, knowledge and skill.

Attitude development is achieved toward some activities such as receiving, appreciating, comprehending and implementing. Knowledge development can be achieved through some activities like memorizing, understanding, applying, analyzing, and evaluating. The last aspect, skill, is developed through some activities such as observing, questioning, experimenting, associating and communicating. The skill development process is also known as scientific approach. This approach encourages students to enquire and discover in learning. Teacher's role nowadays has been changed from let the students know to let the students get to know.

b. The Textbook *When English Rings the Bell*

When English Rings the Bell is published by The Ministry of Education and Culture in order to promote Curriculum 2013 for the seventh grade of junior high school. It consists of 188 pages with eight chapters inside entitled "*How are You?*", "*It's My Birthday*", "*I Love People around Me*", "*I Love Things around Me*", "*I Love My Town*", "*She's so Nice*", "*What do They Look Like?*" and "*Attention Please!*". Each chapter is accompanied by song, games and pictures related to the materials. Inside the book, there are glossary and list of Classroom Language for students.

In line with the approach suggested by the Curriculum 2013, the organization of tasks in every unit shows that this textbook applied scientific approach as the learning approach. Every unit is opened by observing tasks

that ask students to observe what they are going to learn. It is followed by questioning, experimenting, analyzing and communicating tasks. *When English Rings the Bell* views language as a means of communication, it can be seen through speaking activities that ask students to use expressions they have learnt to communicate in real life situation. Listening materials are limited because the textbook does not come together with audio CD. Reading materials also limited because the textbook presentation is dominated by pictures. Writing activities are available mostly as the follow up activity after students perform speaking activities.

The English textbook is published for the first time in 2013 by Politeknik Negeri Media Kreatif, Jakarta. The government also supports this textbook by providing manual book for teachers. There are three editors involved in writing this textbook they are Emi Emilia, Didi Suherdi and R. Safrina. The textbook also involves three people as script contributors named Asep Gunawan, Yuli Rulani and Siti Wachidah.

c. Characteristics of the Seventh Grade Students

According to Harmer (2001: 38), secondary school students are categorized as adolescent learners. Puchta and Schratz (1993) in Harmer (2001:38) mention that teenagers seemed to be less lively and humorous than adults, they are much less motivated and present outright discipline problems.

It is accepted that the key issue in adolescence is the search for individual identity. Harmer (1998) in Harmer (2001: 39) states that:

They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them, and if this is done in a supportive and constructive way so that he or she helps rather than shouts.

According Puchta and Schratz (1993) in Harmer (2011: 39), “problems with teenagers as resulting, in part, from the teacher’s failure to build bridges between what they want and have to teach and their students’ worlds of thought and experience.” Harmer (2001: 39) states that “students must be encouraged to respond to text and situations with their own thoughts and experience, rather than just by answering questions and doing abstract things.” He also points out that “teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.”

Refer to some theories above, it can be concluded that adolescent learners can be very potential if teachers know how to deal with them. Teachers’ job, therefore, must provoke students’ engagement with materials which is relevant and involving. In order to engage them in teaching and learning activity the use of media is needed to attract their attention. To fulfill this needs interactive learning multimedia is one of some suitable tools.

d. Teaching Listening and Speaking

The final product of this study is an appropriate interactive learning multimedia program of listening and speaking, the target users of the product are the seventh grade students. They are categorized as beginner learners because English is formally taught to them started from this grade.

Nation and Newton (2009: 17) state that:

The aims of a beginners course in listening and speaking are: (1) to help the learners to be able to cope with meaning-focused input and meaning-focused output as soon as possible; (2) to motivate them in their language study by getting them to engage in successful listening and speaking; and (3) to make the early learning as relevant as possible to their language use needs.

They also present five principles that are particularly relevant to the teaching of beginners. The principles are:

- | | |
|------------------|---|
| 1) Meaning | Focus on meaningful and relevant language |
| 2) Interest | Maintain interest through a variety of activities |
| 3) New language | Avoid overloading learners with too much new language |
| 4) Understanding | Provide plenty of comprehensible input |
| 5) Stress-free | Create a friendly, safe, cooperative environment |

Nation and Newton (2009: 19)

2. Listening and Speaking

a. The Definition of Listening

Cameron (2001: 40) mentions that “listening can be seen as the active use of language to access other people’s meaning.” It is supported by Nation and Newton (2009: 37) who say that listening was traditionally seen as a

passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretative process. According to Brown (2001: 249),

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet—the first step—of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. But that is just the beginning of what is clearly an interactive process as the brain act on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

It can be concluded that listening is a very complex process happened inside the brain. The first step is receiving sounds, and then the sounds waves are transmitted to the brain. Thus, hearers can convey the messages.

b. Listening Processes

Two kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing.

1) Bottom-up processes

According to Richards (2008: 4), “bottom-up processing refers to using the incoming input as the basis for understanding the message.” Nation and Newton (2009: 40) state that “these are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole.” Field (2003: 326) adds that “the signal is processed through several levels: auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.”

2) Top-down processes

According to Nation and Newton (2009: 40), “top-down processes involve the listener in going from the whole to the parts.” Richards (2008: 7) says that “top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message.” In these processes listener uses their prior knowledge to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

In real world listening, both bottom-up and top-down processing generally occur together. Interactive multimedia developed in this study combined some listening activities in order to give students opportunities to perform both bottom-up and top-down processes.

c. The Difficulties in Listening

Brown (2001: 252-254) proposes eight characteristics of spoken language that can make the listening process difficult, the characteristics are:

- 1) Clustering. It happens when speaker break down speech into smaller group of words.
- 2) Redundancy. It refers to rephrasings, repetitions, elaborations, and little insertions of “I mean” and “you know” in conversations.
- 3) Reduce forms. Reduction can be phonological, morphological, syntactic or pragmatic.

- 4) Performance variables. It refers to hesitations, false starts, pauses and correction in spoken language.
- 5) Colloquial language. It refers to the use of idioms, slang, reduced forms and shared cultural knowledge in conversations.
- 6) Rate of delivery. It refers to the speed and pauses in talking.
- 7) Stress, rhythm, and intonation. They are significant for interpreting straightforward elements and understanding more subtle messages.
- 8) Interaction. It covers negotiation, clarification, attending signals, turn taking, topic nomination, maintenance, and termination.

d. Guidance to Check Students' Comprehension

Brown (2001: 259) states that “comprehension itself is not externally observable teachers can only infer that certain things have been comprehended through student’s overt responses to speech.” Lund (1990) in Brown (2001: 259) offered nine different ways that teacher can check students’ comprehension:

- 1) doing-the listener responds physically to command
- 2) choosing-the listener selects from alternatives such as picture, objects, and text
- 3) transferring-the listener drawn a picture of what is heard
- 4) answering-the listener answers questions about the message
- 5) condensing-the listener outlines or takes notes on a lecture
- 6) extending-the listener translate the message into the native language or repeats it verbatim
- 7) modeling-the listener orders a meal, for example, after listening to a model order
- 8) conversing-the listener engages in a conversation that indicates appropriate processing of information.

e. The Definition of Speaking

Cameron (2001: 40) mentions that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand.

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking can be summarized as an activity of producing sounds to express ideas, feelings or thoughts using appropriate words and correct grammar.

f. Functions of Speaking

Numerous efforts have been done by experts to classify the functions of speaking. Richard (2008: 21-28) classified the functions into three groups which are talk as interaction, talk as transaction and talk as performance.

1) Talk as interaction

Talk as interaction describes interaction that serves a primary social function. The focus is more on the speakers and how they wish to present

themselves to each other than on the message. Some of skills involved in using talk as interaction involve knowing how to do the following things: opening and closing conversation, choosing topics, making small-talk, joking, recounting turn-taking, and interrupting.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood is clearly and accurately is the central focus. Burns (1998) in Richard (2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information. The second type is transactions that focus on obtaining goods or services. Some skills involved in using talk for transactions are: explaining a need, asking clarification, confirming information, and agreeing and disagreeing.

3) Talk as performance

Talk as performance refers to public talk, that is, a talk that transmits information before an audience. It tends to be in the form of monolog rather than dialog, often follows a recognizable format and is closer to written language than conversational language. Some skills involved in using talk as performance are: using an appropriate format, maintaining audience engagement, and presenting information in an appropriate sequence.

g. Guidance in Preparing Speaking Activities

Richards (2008:40) presents eight questions as guidance in preparing speaking activities for classroom or for textbooks. The questions are:

1. What will be the focus of the activity – talk as interaction, transaction, or performance?
2. How will the activity be modeled?
3. What stages will the activity be divided into?
4. What language support will be needed?
5. What resources will be needed?
6. What learning arrangements will be needed?
7. What level of performance is expected?
8. How and when will feedback be given?

Researcher used the eight questions above as guidance in developing speaking activities for interactive multimedia in this study.

3. Interactive Learning Multimedia

a. The Definition of Interactive Learning Multimedia

Before we find out definition of interactive learning multimedia it is necessary to know the nature of media itself. According to Wright (1998) in Mishra and Sharma (2005:3) for some time, media have been used with more traditional delivery methods like lectures and tutorials to support essential teaching objectives, such as: Clarifying and illustration complex subjects, adapting to individual learning styles, improving retention and aiding recall, and reaching nonverbal learners.

Reddi (2003) in Mishra and Sharma (2005: vii) proposes that:

“... multimedia can be defined as an integration of media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually”.

According to Philips (1997) in Mishra and Sharma (2005: vii), the term ‘interactive multimedia’ is:

“a catch-all phrase to describe the new wave of computer software that primarily deals with the provision of information. The ‘multimedia’ component is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. The ‘interactive’ component refers to the process of empowering the user to control the environment usually by a computer”.

From the definitions above, it can be summarized that interactive learning multimedia is a learning medium that presents audio, video, graphics, text, and animation in form of computer software that can be controlled by the learners themselves.

b. The Advantages of Interactive Learning Multimedia

Developing learning materials into interactive multimedia gives many benefits for students and teachers to improve the effectiveness of teaching and learning process. Khoo (1999) presents ten benefits of using interactive learning multimedia, they are:

- 1) Reduced learning time
- 2) Reduced cost

- 3) Instructional consistency and fairness
- 4) Increased retention
- 5) Mastery of learning
- 6) Increased motivation
- 7) More interactive Learning
- 8) Increased safety
- 9) Privacy/accommodates individual learning styles
- 10) Flexibility

The benefits of using interactive multimedia in learning are also revealed by Cairncross and Mannion (2001: 158).

- 1) Multiple media: interactive learning multimedia can present multiple media. It can accommodate different kinds of students learning style.
- 2) Delivery control: users can decide which sections they wish to visit. They can travel through an application, concentrating on materials they are unfamiliar with or are particularly interested in and skipping over material they already know.
- 3) Access routes: there are a number of navigation strategies available. One example is a hierarchical-based menu system where learners can either work through the sections in order but use hyperlinks to explore areas of interest or go straight to a given page when revising.
- 4) Individual preference: Learners can differ in the way in which they prefer to process information.
- 5) Interactivity: The key here is to design learning activities which cognitively engage the learner, that is causes them to think about the

material that is presented, what it means, its relevance, how it can be applied and in what contexts.

c. Principles of Interactive Learning Multimedia

Mayer (2001) in Mishra & Sharma (2005: 200) explains seven cognitive principles of interactive learning multimedia. The principles are:

- 1) Multimedia principle: Individuals learn, retain, and transfer information better when the instructional environment involves words and pictures, rather than word or picture alone.
- 2) Modality principle: Individuals learn, retain, and transfer information better when the instructional environment involves auditory narration and animation, rather than on-screen text and animation.
- 3) Redundancy principle: Individuals learn, retain, and transfer information better when the instructional environment involves narration and animation, rather than on-screen text, narration, and animation.
- 4) Coherence principle: Individuals learn, retain, and transfer information better when the instructional environment is free of extraneous words, pictures, or sounds.
- 5) Signaling principle: Individuals learn, retain, and transfer information better when the instructional environment involves cues that guide an individual's attention and processing during a multimedia presentation
- 6) Contiguity principle: Individuals learn, retain, and transfer information better when the instructional environment where words or narration and pictures or animation are presented simultaneously in time and space.
- 7) Segmentation principle: Individuals learn, retain, and transfer information better when the instructional environment where individuals experience concurrent narration and animation in short, user-controlled segments, rather than as a longer continuous presentation.

All the seven principles were considered as foundation in developing the interactive learning multimedia of this study.

d. Elements of Interactive Learning Multimedia

Multimedia system consists of at least five elements that are text, graphic, animation, sounds, and video. The theories of those elements are:

1) Text

According to Vaughan (2008:21), it is important to design labels for title screens, menus, and buttons using words that have the most precise and powerful meanings to express what you need to say. In writing content text developer should make it concise otherwise, the screen will be overcrowded and unpleasant. Beside diction, multimedia developer should also consider about font types and size.

2) Graphics

Ivers & Barron (2002:89) refer graphic to image or any information in the computer that is presented via pictures, drawings, or paintings. There are many ways to obtain graphics for a computer project: They can be created from scratch with a computer program, imported from an existing file, scanned from a hard copy, or digitized with camera. The most important point is the graphics should be clear and relevant with the learning materials.

3) Animation

Ivers & Barron (2002:94) define animation as graphic file that include movement. They separate animation into two types. There are path animation

and frame animation. Path animation involves moving an object on a screen that has a constant background. Frame animation refers to several objects that can move at the same time, the background can change, or the object itself can change into another object.

4) Sound

Bhatnager, Mehta and Mitra (2001:14) define sound as brain's interpretation of electrical impulses being sent by inner ear through the nervous system. They differentiate the use of sound in multimedia in two ways. The first is content sound, it provides information to audiences and the second is ambient sound. The examples are background and sound effects.

5) Video

Digital video refers to motion sequences that have been recorded with a computer and saved as a computer file. Video can be used to show action and processes and to illustrate events that users cannot see directly or clearly in real time (Mishra and Sharma, 2005:5).

All the elements above support students to understand materials better. To develop an effective learning multimedia researcher should consider the combination of where and when to put those elements.

e. Criteria of Effective Interactive Learning Multimedia

1) Theories of design

Newby (2000) presents some criteria of interactive learning multimedia design. The criteria are presented in as follows:

- a) Graphics: Effective graphics should eliminate distracting background and use visual that are neither too abstract nor too realistic.
- b) Texts: Effective texts should put title at center top of visual, use short, concise, meaningful, descriptive titles that contain key words, eliminate unnecessary words, use italics, boldface, underlining, color or a change in lettering style for emphasize, and minimize text on each visual.
- c) Colors: Effective colors should use brightest and lightest colors to focus attention on important elements, use lettering and visual that contrast with background colors, Select colors that are harmonious, use consistent background colors in a series of visual, and limiting the number of colors in a visual to five.
- d) Layout: Effective layout should make visuals as simple as possible, use size, relationships, perspectives and such visual tool as color and space to emphasize important elements, and use a pleasing layout that appears balanced and orderly.
- e) Videos: Effective videos should have clear and appropriate visualization to the theme and have clear sounds

In addition, Stemler (1997) adds some principles of multimedia design which are presented on the following page:

- a) Screen Design: A good screen design is expected to fulfill a number of requirements such as: focus on learners' attention, develop and maintain interest, promote processing, promote engagement between the learners and lesson content, help learners find and organize information, and facilitate lesson navigation.
- b) Interaction: An effective interactive multimedia program provides opportunities for interaction, the interaction use rhetorical questions to get students thinking about contents and to stimulate their curiosity.
- c) Feedback: An effective feedback is given on the same screen with the question and student response, feedback is given immediately, it should verify the correctness and encourage students to learn.
- d) Navigation: An effective navigation item should be located consistently throughout a program, there should be navigation button that allow students to exit the program, go forward, go backward, go to the main menu and go to glossary.
- e) Color: Effective colors should use a maximum three to six colors per screen; the choice of colors should be consistent within a program, use the brightest colors for the most important information, use a neutral gray or pastels as a background and use significant contrast between text and a background color to provide a higher degree of text readability
- f) Animation: An effective animation should motivate and attract attention from the users and highlight the important information.

- g) Audio: Effective audio should visualize the images that will be presented on the screen during the narration, use style and tone appropriate to students' language ability, knowledge and vocabulary, keep the language simple, and alternate male and female voices to provide variety and maintain audience attention.
- h) Video: An effective video should be synchronized with content,

2) Theories of learning

According to (Sanders, 2001: 2), an effective learning multimedia must be developed based on a learning theory that is suitable for the users. Cognitive psychology learning paradigms include learning theories which consider the nature of individual learning as well as how knowledge is constructed in social situations. It includes behaviorism, cognitivism, and constructivism theories. The explanations are as follows:

a) Behavioral psychology principles

Behaviorists viewed learning as a sequence of stimulus and response actions in the learner. They view the teachers or instructors' role as one of modifying behavior, by setting up situations whereby learning is reinforced by the desired responses being exhibited (Taylor, 2004). According to Ertmer & Newby (1993) in Sanders (2001: 7), the behaviorist approach has been effective for tasks that involve making discriminations (recalling facts),

generalizations (defining and illustrating concepts), associations (applying explanations), and chaining (automatically performing a specified procedure).

b) Cognitive psychology principles

Samarapungavan et al. (1993) in Sanders (2001: 9) states that cognitive scientists seek to identify the mental functions and processes that underlie behavior. Cognitive theories emphasize making knowledge meaningful and helping learners organize and relate new information to existing knowledge in memory. Cognitive theories focus on the conceptualization of students' learning processes and address the issues of how information is received, organized stored, and retrieved by mind. The cognitive approach has been effective for tasks that involve structuring, organizing, sequencing information to facilitate optimal processing, reasoning, and problem solving.

c) Constructivist psychology principles

Constructivist theory frames learning as an active and continuous process whereby the learner takes information from the environment. Learning takes place as students discuss and share problems and solutions in meaningful contexts through collaboration by developing unique solutions and participating in thoughtful reflection (Jonassen, 1994 in Inoue & Bell, 2006:68).

Bruner in Sanders (2001:13) says that constructivist theory view learning as an active process in which learners construct new ideas or

concepts based upon their current and past knowledge. The learners select and transform information, and construct hypotheses to discover principles by themselves. An important theme in constructivist theory is that learning is most effective when it takes place within a realistic task context.

It can be summarized that for behaviorism, learning reflects a new behavioral pattern being repeated until it becomes automatic. Cognitivism views learning in terms of the thought process behind behavior. Meanwhile constructivism is distinguished by its premise that learners construct their own perspective of the world, based on individual experiences and schema (Wilhelmsen, Asmul, & Meistad, 1998 in Sanders, 2001: 2). Learning theory underlying this research is constructivism. It is chosen because this is the most suitable theory with the recent curriculum applied.

4. Multimedia Development Model

Developing interactive learning multimedia is categorized as educational research and development. Therefore, it is important to know the steps in the R & D research design before we go to some procedures in developing interactive learning multimedia.

a. The Steps in the R & D Research Design

One of the most widely used models of educational research and development is the system approach model designed by Walter Dick and

Lou Carey. Carey and Dick (2001) cited in Borg and Gall (2003:570)

proposes ten steps of the system approach model of R & D.

- Step 1 : Assess needs to identify goal(s)
- Step 2 : Conduct instructional analysis
- Step 3 : Analyze learners and contexts
- Step 4 : Write performance objectives
- Step 5 : Develop assessment instruments
- Step 6 : Develop instructional strategy.
- Step 7 : Develop and select instructional materials
- Step 8 : Design and conduct formative evaluation of instruction
- Step 9 : Revise instruction
- Step 10: Design and conduct summative evaluation

b. Multimedia Instructional Design

Berger and Kam cited in Taylor (2004) define instructional design as:

‘the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and tryout and evaluation of all instruction and learner activities.’

A model of instructional design is required to develop interactive learning multimedia systematically. There are many procedures to develop interactive learning multimedia, some of them are presented on the following page and one was chosen by the researcher as an instructional design model to develop interactive learning multimedia in this research. The procedures are presented on the following page:

1) The research procedure proposed by Taylor (2004)

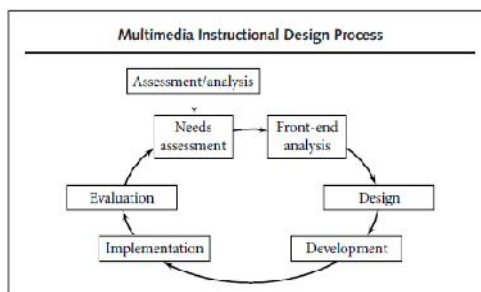


Figure 1: **Multimedia Instructional Design Process**

a) Analysis

In this step, needs assessment is conducted. The aim is to know students' needs and characteristics.

b) Design

In this step multimedia developers start designing diagram of the interactive learning multimedia based on the result of the needs analysis.

c) Development

There are four actions involved in this step. The first is making the interactive learning multimedia based on the diagram. The second is conducting expert judgment of the first draft. The third is revising the first draft. The last is finishing the second draft

d) Implementation

In this step, researcher conducts a try-out to the target users.

e) Evaluation

In evaluation step researcher distributes evaluation questionnaire to the users, after that some feedback obtained from the questionnaire are used to revise the second draft to be the final product.

2) The research procedure proposed by Allesi and Trolip (2001)

a) Planning

This step involves the preparation of the research administration.

- (i). Defining the scope
- (ii). Identifying learners' characteristics
- (iii). Determining and collecting resources
- (iv). Obtaining client sign off

b) Designing

This step involves the preparation of developing the media

- (i). Developing initial content ideas
- (ii). Conducting task and concept analysis
- (iii). Preparing script
- (iv). Obtaining sign-off

c) Developing

This step involves developing the program.

- (i). Preparing the text
- (ii). Creating the graphics
- (iii). Producing audio and video
- (iv). Preparing supporting materials
- (v). Assembling the pieces
- (vi). Doing an alpha test
- (vii). Making final revisions
- (viii). Doing a beta test
- (ix). Making final revisions
- (x). Obtaining client sign-off
- (xi). Validating program

3) Multimedia Development Model proposed by Frey and Sutton (2010:494)

Step 1: Define the instructional goals, objectives, and audience.

Step 2: Review and investigate existing options.

Step 3: Determine format, budget, and timeline.

Step 4: Determine the content, activities, and assessment strategies.

Step 5: Develop evaluation strategies, criteria, and instruments to determine the effectiveness of project.

Step 6: Develop the flowchart, site map, and/or storyboard.

- Step 7: Develop a prototype.
- Step 8: Perform a formative evaluation.
- Step 9: Complete the design.
- Step 10: Perform a summative evaluation of and process

It can be summarized that the three different procedures above have similarities. Three of them contain five generic steps, these are: analyzing, designing, developing, implementing, and evaluating. Researcher chose to adapt research procedure proposed by Taylor (2004) to develop interactive learning multimedia in this research. The adaptation was done by omitting implementation stage. The final draft is done directly after revising the first draft that evaluated by an expert. This procedure was chosen because it is the most suitable procedure with the research condition. It is suitable for the researcher because the steps are simple, clear, and feasible.

B. Review of Relevant Studies

Many studies about interactive multimedia have been done and the results show that interactive multimedia gives advantages to the learners. Here are some reviews of the relevant studies:

Neo, M., et.al. (2008:663) in their research study find that:

“Most learners state that the multimedia elements in the module helped ease and simplify the understanding of the content and allowed them to visualize the information, which then helped them to do their assignment. It provided a fun element to the learning process and enhanced their learning of the material.”

In their research, Yeen-Ju., et.al. (2011:1) state that:

“Results showed that students were highly receptive and positive towards learning with multimedia, and able to apply knowledge gained through the module into their assignments, showing encouraging support of the use of authentic multimedia-mediated learning in engaging and actively involving students in their learning process.”

Based on the findings of some the research studies above, it has been proved that interactive learning multimedia gives many advantages for students. Therefore, the use interactive learning multimedia as a learning medium support teaching and learning process is necessary.

C. Conceptual Framework

This research aimed to develop interactive learning multimedia of listening and speaking based on the textbook *When English Rings the Bell* for grade VII students at SMPN 15 Yogyakarta. Interactive learning multimedia is defined as a learning medium that presents audio, video, graphic, text and animation in form of a computer application that can be controlled by learners.

Learning approach used in this research is scientific approach. It is chosen because it is in line with the approach used in the adapted textbook and the current curriculum applied at school. But, the implementation is suited with the use of computer as the learning medium. In order to develop an appropriate interactive learning multimedia program for students, there are at least two aspects that should be considered they are content and design. Content presented in appropriate interactive learning multimedia should meet the learning

objectives. Multimedia design covers some aspects such as screen design, multimedia elements, navigation buttons and interaction or feedback. All aspects of multimedia design should meet the criteria of effective learning multimedia. Some criteria of effective interactive learning multimedia are: the graphic should not distract students' attention, the text should be short, concise and meaningful, the color selection should be harmonious, and video and audio should be clear in terms of picture and sound.

Multimedia instructional design process proposed by Taylor (2004) was chosen as the development model in this research because the steps are simple clear and feasible. However, an adaptation was done to suit the research condition. It was done by omitting implementation stage.

Table 2: Conceptual Framework

Background to the problem	<ul style="list-style-type: none"> - Students' preference and curriculum demand to integrate ICT in learning - Teachers' difficulties to find learning multimedia that suit the students needs - The needs of media that can promote students independency and scientific thinking
Development of the multimedia	<ul style="list-style-type: none"> - Analysis: conducting observation and needs analysis - Design : selecting topics, defining learning objectives, designing course grid, and designing flowchart and storyboard - Developing: developing first draft - Evaluation: expert judgment - Revision: revising the first draft to be the final draft
Expected result	A set of interactive learning multimedia packed in a Compact Disk (CD)

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research. The type of the research, research setting, research subjects, research instruments, research procedure, data collection techniques and data analysis techniques are explained.

A. Type of the Research

The objective of this research is to develop an appropriate product that could be applied for the educational program. This study is classified into Research and Development (R & D). Gall and Borg (2003:569) define educational Research and Development as an industry-based development model in which the finding of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. The result of this study would be a product of an appropriate interactive learning multimedia for the seventh grade students of junior high school packed in form of a Compact Disk (CD).

B. Research Setting

This research was conducted from September 2013 to January 2014. Needs analysis was held in September at SMP N 15 Yogyakarta. It is located in Tegal Lempuyangan Street 61 Yogyakarta.

C. Research Subjects

The subjects of this research were thirty six students from VII A class of SMP N 15 Yogyakarta. The students were taken as population sample in this research.

D. Data Collection Techniques

Researcher held an observation at the beginning of proposal writing. It was done by having a dialogue with one of three English teachers at the seventh grade. There were two techniques of data collection implemented in this research. They were needs analysis and expert judgment. The need analysis had been done before the researcher developed the first draft, and the expert judgment was conducted after developing the first draft of the interactive learning multimedia.

E. Research Instruments

The instruments used to collect data from the participants were needs analysis questionnaire and expert judgment rating scale. The needs analysis questionnaire was distributed before the development of the first draft whereas the expert judgment rating scale was used to evaluate the first draft of the developed interactive learning multimedia.

1. Needs Analysis Questionnaire

The purpose of this questionnaire is to gather data about the target needs and learning needs. The results of the needs analysis were used as the bases to develop the first draft of interactive learning multimedia. The organization of content in the needs analysis questionnaire is as follows:

Table 3: The Organization of Needs Analysis Questionnaire

No.	Aspect of the questions	The purpose of the questions	Item number
Target Needs			
1.	Wants	To find out the students want related to the materials	1
Learning Needs			
2.	Input	To find out students' preference for types of input	2 - 8
3.	Design	To find out students' preference for multimedia design.	9 - 13
4.	Procedures	To find out students' preference for learning activities.	14 -16
5.	Teacher's role	To find out students' preference related to teacher's role.	17
6.	Setting	To find out students' preference related to learning setting.	18

2. Expert Judgment Rating Scale

The expert judgment rating scale was used as an instrument to evaluate the first draft of interactive learning multimedia by an expert. This questionnaire was design to assess the first draft in terms of its content and design appropriateness. The organization of content in the expert judgment rating scale is presentment on the following page:

Table 4: The Organization of Expert Judgment Rating Scale

No.	Aspect of the evaluation	The purpose	Item number
Content appropriateness			
1.	Content	To evaluate the first draft in terms of its materials appropriateness.	1-10
2.	Language	To evaluate the first draft in terms of its language appropriateness.	11-12
3.	Presentation	To evaluate the first draft in terms of the way materials are presented.	13-15
Design appropriateness			
4.	Screen appearance	To evaluate the first draft in terms of its screen appearance appropriateness.	16-19
5.	Multimedia elements	To evaluate the first draft in terms of its elements appropriateness.	20-23
6.	Navigation buttons	To evaluate the first draft in terms of its buttons appropriateness.	24-27
7.	Feedback	To evaluate the first draft in terms of its feedback appropriateness.	28-30

Questionnaires used for the needs analysis and expert judgment evaluation are available in the appendices.

F. Research Procedure

Research procedure employed in this study is adapted from procedure proposed by Taylor (2004), the procedure are as follows:

1. Analysis

a Analyzing the Setting

A simple observation was held before the researcher conducting need analysis. Researcher had a conversation with the seventh grade teacher to discuss about the feasibility of conducting research

b Analyzing the Students' Needs.

Needs analysis questionnaire was distributed to analyze students target and learning needs.

c Analyzing the Materials.

The materials that are developed into interactive learning multimedia were adapted from the textbook "*When English Rings the Bell*" published by The Ministry of Education and Culture. The materials were analyzed to decide which part should be taken and what adaptation should be done.

2. Design

In this step the researcher started to design course grid as guideline to develop activities in the program. After the course grid has done, a flowchart was designed to draw the flow and sequence on the multimedia.

3. Development

In the development step, researcher started to develop the first draft of the interactive learning multimedia by using Macromedia Flash MX 2004 software.

4. Evaluation

After the first draft has completely done, the researcher conducted expert judgment to evaluate the interactive multimedia in term of its content and design appropriateness.

5. Revision

In this stage, researcher revised the first draft using feedback obtained from the expert judgment. The revised draft was called the final product of the interactive learning multimedia.

G. Data Analysis Technique.

1. Data from Needs Analysis

Data obtained from the need analysis were analyzed using frequency and percentage. The highest percentage will be considered representing the students' condition. The formula is as follows:

$$\text{Percentage (\%)} = f/N (100)$$

P : percentage
f : frequency
N : total of respondents
100% : fixed number

2. Data from Experts Judgment

The second questionnaire used *Likert-Scale* as the measurement. The results were calculated by using the formula proposed by Suharto (2006: 52-53).

$$R = \frac{Xh - Xl}{4}$$

R: Range

X_h : the highest score

X_l : the lowest score

4: range of Likert-Scale

Then, the data resulted will be converted to descriptive analysis based on the following conversion table:

Table 5: **Data Conversion Table Suharto (2006)**

Scales	Interval	Categories
1	$2.9 < X \leq 2.24$	Poor
2	$3.25 < X \leq 3.49$	Fair
3	$3.5 < X \leq 3.74$	Good
4	$3.75 < X \leq 4$	Very Good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of the research which was conducted from September, 2013 to January, 2014. The findings related to the students' needs, the course grid, the flowchart, the first draft of the interactive learning multimedia, the expert judgment, the revision and the final draft are discussed.

A. Research Findings

1. The Description of the Needs

The needs analysis was conducted on September 26th, 2013 at SMP N 15 Yogyakarta. The researcher distributed needs analysis questionnaires to 36 students of VII A class. The questionnaire covered the general description about the students' learning needs and their preference regarding the multimedia design. Students' target needs do not become a point to be asked because the materials are based on a textbook entitled *When English Rings the Bell*. The target needs are gained through the textbook analysis.

a. Target Needs

Hutchinson and Waters (1987:54) define target needs as what the learner needs to do in the target situation. Basically, the seventh grade students' goal in learning English is to accomplish core and basic competencies which have been

set by the curriculum. By accomplishing the goals they are expected to be able to perform well both in examination and in real life communication.

To help students in achieving the learning goals, some learning objectives are formulated. Learning materials in this interactive learning multimedia cover the first three units of the textbook. The learning objectives are as follows:

Table 6: The Learning Objectives

Unit	Objectives
1.	a. Students are able to greet people around them b. Students are able to do self introduction c. Students are able to take leave
2.	a. Students are able to say names of the days b. Students are able to tell the time c. Students are able to say names of the months, dates, and years
3.	a. Students are able to tell their personal identity b. Students are able to introduce their family members.

The learning objectives presented in Table 6 are what the student needs to do in the target situation. Several activities were formulated to help students in achieving those objectives.

b. Learning Needs

Learning needs refers to what the learner needs to do in order to learn (Hutchinson and Waters, 1987:54). This learning needs analysis covered five aspects of learning which are: input, design, procedure, teacher role, and setting. The results of students learning needs analysis are summarized on the following pages.

1) Input

Table 7: **General Input of the Materials**

Item Number	Question	Answer	Explanation	Percentage
1.	The material presented in the interactive learning multimedia will be better if it is ...	a. similar to the textbook		28.26%
		b. enriched by additional materials		43.48%
		c. adapted based on the needs		28.26%
		d. others		

Table 7 shows that 43.48% of the students wish to have richer materials compared to the textbook. Having the materials similar to the textbook and adapted based on the students needs both were voted by 28.26% of the students.

Table 8: **Types of Input**

Item Number	Question	Answer	Explanation	Percentage
2.	I want to have ... as input in the interactive learning multimedia.	a. text		12.90%
		b. picture		12.90%
		c. audio		21.52%
		d. video		19.35%
		e. animation		33.33%

Table 8 shows that the largest number of students choose to have animation as the learning input while audio recording was voted by 21.52% of them.

Table 9: **Input Presentation**

Item Number	Question	Answer	Explanation	Percentage
3.	I like audio or video input that presents ...	a. pronunciation		33.33%
		b. monolog		4.76%
		c. dialog		61.91%
		d. others		

Table 9 on the previous page indicates that 61.91% of the students prefer to have dialog and 33.33% of them like to have pronunciation model as learning input from the video display or audio recording.

Table 10: **Input Length**

Item Number	Question	Answer	Explanation	Percentage
4.	It is better if the length of the audio/video are between ...	a. 1-3 minutes		8.11%
		b. 4-6 minues		67.57%
		c. 7-10 minutes		13.52%
		d. others	4-8 minute	2.70%
			10-15 minutes	5.40%
			13-20 minutes	2.70%

Table 10 shows that most of the students prefer to have 4-6 minutes long audio or video. In the second place, 7-10 minutes long audio or video was chosen by 13.52% of the students. It can be concluded that they prefer to watch or listen to medium length of video or audio.

Table 11: **Types of Voice**

Item Number	Question	Answer	Explanation	Percentage
5.	In the interactive learning multimedia I want to hear voice of ...	a. a man		27.50%
		b. a woman		27.50%
		c. a child		45.00%
		d. others		

Table 11 gives the researcher information that 45.00% of the students want to listen to a child voice as the speaker in audio recordings for the interactive learning multimedia while a man's and a woman's voice were considered interesting by 27.50% of them.

Table 12: **The Importance of Picture Availability**

Item Number	Question	Answer	Explanation	Percentage
6.	In my opinion, the presence of picture in the interactive learning multimedia is ...	a. not important		00.00%
		b. sometimes important		27.78%
		c. very important		72.22%
		d. others		

Table 13: **The Importance of Animation Availability**

Item Number	Question	Answer	Explanation	Percentage
7.	In my opinion, the presence of animation in the interactive learning multimedia is ...	a. not important		00.00%
		b. sometimes important		27.78%
		c. very important		72.22%
		d. others		

Both table 12 and 13 show that the presence of picture and animation in the interactive learning multimedia are very important, it was indicated by voting from 72.22% of the students. On the other hand, 27.78% of them consider picture and animation are important in several occasion, but none of the students think that they are not important.

Table 14: **The Language Accent**

Item Number	Question	Answer	Explanation	Percentage
8.	Language that I want to listen from audio recording in the interactive learning multimedia is ...	a. British English		6.67%
		b. American English		16.66%
		c. both British and American		76.67%
		d. others		

Table 14 indicates that 76.67% of the students want to hear both British and American English from the interactive learning multimedia. However, 16.66% of them prefer to hear American English, but only 6.67% of them want to hear British English.

2) Design

Table 15: **The Font Design**

Item Number	Question	Answer	Explanation	Percentage
9.	Types of fonts that I like is ...	a. Footlight MT		23.08%
		b. Comic Sans		53.85%
		c. Script MT Bold		15.39%
		d. others	Arial	2.56%
			Al geriAn	2.56%
			Times New Roman	2.56%

Table 15 shows that 53.85% of the students like Comic Sans as the font used in the interactive learning multimedia. However, 23.08% of them prefer to use Footlight MT and 15.39% of them want to have Script MT.

Table 16: **Navigation Buttons Design**

Item Number	Question	Answer	Explanation	Percentage
10.	It is better if the navigation buttons in the interactive learning multimedia ...	a. produce sound		44.68%
		b. have a contrast color		34.04%
		c. use symbol		17.02%
		d. others	glow	4.26%

It can be seen from Table 16 that 44.68% of the students think that it is better if the navigation buttons used in the interactive learning multimedia produces sound when they are clicked. Meanwhile, 34.04% of them prefer to use buttons that have a contrast color compared to the background color.

Table 17: Basic Color Design

Item Number	Question	Answer	Explanation	Percentage
11.	The basic color that I like are ...	a. green		10.20%
		b. blue		28.57%
		c. red		24.49%
		d. others	black	8.17%
			yellow	2.04%
			purple	12.25%
			pink	6.12%
			grey	4.08%
			white	4.08%

Table 17 shows that blue appeared to be the most wanted basic color since it was voted by 28.57% of the students. It is followed by red which gained 24.49% vote from the students. Meanwhile, purple took the third position since it was chosen by 12.25% of the students.

Table 18: The Importance of Backsound Availability

Item Number	Question	Answer	Explanation	Percentage
12.	In my opinion, the presence of back sound in the interactive learning multimedia is ...	a. not important		2.94%
		b. sometimes important		52.94%
		c. very important		44.12%
		d. others		

Table 18 shows that the presence of backsound in the interactive learning multimedia is sometimes important, it was indicated by voting from 52.94% of the students. On the other hand, 44.12% of them think that it is very important.

Table 19: **The Importance of Translation Availability**

Item Number	Question	Answer	Explanation	Percentage
13.	In my opinion, Indonesian translation in the interactive learning multimedia is ...	a. not important		5.41%
		b. sometimes important		21.62%
		c. very important		72.97%
		d. others		

Table 19 indicates that most of the students, 72.97%, think that translation availability in the interactive learning multimedia is very important while 21.62% of them consider that it is important only in several occasions.

3) Procedures

Table 20: **Task Sequencing**

Item Number	Question	Answer	Explanation	Percentage
14.	The tasks sequencing that I want is ...	a. listening to an explanation followed by doing exercises		39.53%
		b. doing exercises then concluding theory underlying it		11.63%
		c. learning vocabulary before doing tasks		6.98%
		d. doing listening activity followed by speaking		41.86%
		e. others		

Table 20 gives researcher information that 41.86% of the students want to have listening activity followed by speaking activity while 39.53% of them want to have explanation first then do exercises. On the other hand, 11.63% of them want to try the exercises first then draw conclusion.

Table 21: Listening Procedures

Item Number	Question	Answer	Explanation	Percentage
15.	Listening activity that I like is ...	a. learning minimal pairs		15.94%
		b. word stressing		10.15%
		c. listen and sequence pictures		15.94%
		d. listen and complete sentence		13.04%
		e. listen and answer questions		28.98%
		d. listen and guess		14.50%
		e. others	listen to song	1.45%

Table 21 shows that listen and answer questions became the most wanted listening activity since it was voted by 28.98% of the students. However, listen then sequence pictures and learning minimal pair both was voted 15.94%.

Table 22: Speaking Procedures

Item Number	Question	Answer	Explanation	Percentage
16.	Speaking activities that I like are ...	a. pronouncing words		20.54%
		b. tongue twister		12.33%
		c. role play		19.18%
		d. retell		5.48%
		e. question and answer		21.92%
		d. oral description		20.55%
		e. others		

Table 22 shows that 21.92% of the students prefer to have question and answer as the speaking activity. However, doing oral description and pronouncing words took the second largest attention since both activities were chosen by 20.54% of the students.

4) Teacher's role

Table 23: Learning Needs (Teacher's Role)

Item Number	Question	Answer	Explanation	Percentage
17.	Teacher's help in the interactive learning multimedia that I expect is ...	a. explaining steps in using the media		28.85%
		b. giving example in doing tasks		46.15%
		c. explaining the learning objectives		25.00%

Table 23 indicates that 66.67% of the students want teacher to give them example before doing the tasks in the interactive learning multimedia. In addition, 28.85% of them need help from the teacher in terms of explaining steps in using the learning multimedia.

5) Setting

Table 24: Learning Needs (Setting)

Item Number	Question	Answer	Explanation	Percentage
18.	I prefer to do the tasks in the interactive learning multimedia ...	a. individually		8.33%
		b. in pairs		25.00%
		c. in groups		66.67%
		d. others		

From table 24 it is revealed that 66.67% of the students like to work in group while 25.00% of them prefer to work in pair.

2. The Course Grid

Once the researcher has known students' target and learning needs, the next step was writing a course grid. Although the materials were taken from a textbook, the course grid was needed as guidance in developing materials and activities. In writing the course grid, the results of the needs analysis, core competencies and basic competencies of grade VII students were considered.

Learning materials in this interactive learning multimedia were divided into three units of learning. Unit 1 discusses about greeting, introducing myself, and leave taking. The title of Unit 1 is "*How are You?*" and the topic is greeting. Unit 2 discusses about how to tell time, names of the days, months, dates, and years. This unit is entitled "*It's My Birthday*" and the topic is telling date of birth. Unit 3 discusses about how to tell personal identity and introducing everybody in family. This unit is entitled "*I Love People around Me*" and the topic is family. The activities in this interactive learning multimedia in some ways follow the sequence of the adapted textbook, researcher only suits the activities with the nature of computer aided multimedia. Details related to the input, materials, indicators, and activities can be seen in the appendices.

3. The Flowchart

When the researcher has developed the course grid, the next phase was designing a flowchart. A flowchart visually depicts the sequence and structure of a program (Ivers & Barron, 2002:61). A flowchart was designed to make a clear

picture of how the content of the interactive learning multimedia is sequenced. The flowchart structure used in this research is a tree structure. It was preceded by a main menu and then branched into several submenus. The figure of the flowchart is available in the appendices.

4. The First Draft of the Interactive Learning Multimedia

The first draft of the interactive learning multimedia developed in this research presents two main components, they are: Title Page and Menu Page. Those components are described as follows.

a. Title Page

The title page is a starting screen of the interactive learning multimedia. The first thing that appears when this multimedia is operated is the logo of Yogyakarta States University. It shows that this multimedia was developed by a member of this institution.



Figure 2: Opening Screen

The next slide that appears after the logo is the title page. The page shows the title of the interactive learning multimedia and states that it was developed

based on a textbook entitled “*When English Rings the Bell*”. The screenshots are as follows:



Figure 3: Title Page Slide 1



Figure 4: Title Page Slide 2

b. Menu Page

A menu bar is available on the very top side of every slide to help students start exploring this learning multimedia. The menu bar has four buttons they are “Guide me”, “Tasks”, “Summary” and “Glossary”.



Figure 5: Menu Bar

1) Guide me

The *Guide me* button leads students to a screen that gives an explanation about the way to use some navigation buttons throughout this interactive multimedia. There are the next button, the previous button and the replay button. Those buttons help students to connect with other pages. The screenshot is attached on the following page.

Figure 6: **Guide Me**

2) Tasks

The *tasks* button leads students to a menu materials slide. In this slide, students can find three choices of unit materials they are Unit 1, Unit 2 and Unit 3. When students point their cursor out to one of the units they can find a brief description about the unit. Once they click on one of the units, they will directly go to the learning objective of that unit.

Figure 7: **Menu Materials**

a) Unit 1

Once students choose to learn Unit 1 from the menu materials slide, they will directly go to the learning objectives slide of Unit 1. The learning objectives of this unit are greeting, introducing and leave taking. The screenshot is available on the next page.



Figure 8: Unit 1 Learning Objectives

The next button available in the learning objectives slide leads users to start learning the first task in Unit 1. There are eleven tasks were designed to help students achieve the learning objectives of this unit. The following table presents the tasks organization of Unit 1.

Table 25: The Organization of Tasks in Unit 1

Task	Activity	Purpose
1.	Listen to a greeting song and sing it together.	To learn about some greeting expressions.
2.	Listen to some conversations and practice the expressions with friends.	To practice greeting with some people around.
3.	Choose the appropriate greeting for some situations in the pictures.	To check students understanding about time to greet.
4.	Listen to the explanation about time to greet.	To learn about the exact time to greet.
5.	Listen to some conversations and practice the expressions with friends.	To practice asking someone's condition.
6.	Listen to conversation and choose picture.	To have listening comprehension practice, associating audio recording with some pictures available.
7.	Listen to an introduction and answer some related questions.	To have listening comprehension practice, answering some comprehensive questions related to the introduction.

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Task	Activity	Purpose
8.	Listen to an explanation about introduction.	To learn how to do self introduction and what to say to introduce oneself.
9.	Listen to some conversations and practice the expressions with friends.	To practice taking leave with some people around.
10.	Introduce yourself, start by greeting and end by leave taking.	To have speaking practice related to all the expressions that the students have learnt in Unit 1.
11.	Listen to the greetings and choose the appropriate response.	To evaluate students listening comprehension ability related to all the materials they have learnt in Unit 1.

Further, detail descriptions related to the tasks in Unit 1 are described as follows.

(i). Task 1

Task 1 in Unit 1 asks students to listen to a song entitled *The Greeting Song*. This song tells students some expressions such as good morning, good afternoon and good evening. After listening to the song they are asked to sing it to practice pronouncing the expressions.



Figure 9: Unit 1 Task 1

(ii). Task 2

There are three slides in Task 2. Every slide is provided by a conversation showing people greet each other. The first slide shows a

conversation between a girl and her teacher greeting each other by saying “Good morning”. The second slide shows two boys saying “Good afternoon”. The third slide presents a boy greeting his father by saying “Good evening”. After listening to the conversations, students are asked to practice the expressions to greet some people around.



Figure 10: Unit 1 Task 2.1



Figure 11: Unit 1 Task 2.2



Figure 12: Unit 1 Task 2.3

(iii). Task 3

Task 3 shows four pictures and students are required to decide what greetings are appropriate for each picture. This task helps students to understand what greeting is appropriate for a certain situation. The first picture shows a girl and her mother. In the background there is a picture

of a clock showing seven o'clock. The second picture shows two girls and a boy greeting each other under the sun light. The third picture presents a boy welcoming his father home, the background is a house and the moon. The last picture presents a boy and his father, the background is a bedroom and the boy is going to sleep. Feedback appears immediately after students have answered the questions.



Figure 13: Unit 1 Task 3.1



Figure 14: Unit 1 Task 3.2



Figure 15: Unit 1 Task 3.3



Figure 16: Unit 1 Task 3.4

(iv). Task 4

Task 4 asks students to pay attention to an explanation about time to greet. From this task, students learn that “Good morning” is used to greet someone from midnight to midday. “Good afternoon” is used form

midday to around five o'clock in the afternoon. "Good evening" is used from five o'clock to midnight and "good night" is used to say goodbye at night or when someone is going to bed. The screenshots are as follows.



Figure 17: Unit 1 Task 4.1



Figure 18: Unit 1 Task 4.2



Figure 19: Unit 1 Task 4.3



Figure 20: Unit 1 Task 4.4

(v). Task 5

Task 5 presents a conversation between a boy and two girls greeting each other. Here students are asked to listen carefully to the conversation and study how to ask someone's condition, they learn to say "How are you?" and respond it by saying "I'm fine". This task also asks them to practice asking someone's condition. The screenshot is attached on the following page.



Figure 21: Unit 1 Task 5

(vi). Task 6

Task 6 facilitates students to have a listening comprehension exercise. There are four questions in this task. Every question presents a conversation about asking someone's condition. First, students are asked to listen to a conversation. After that, they should choose a picture that describes the speaker's condition. Feedback is given immediately after students have answered the questions. The screenshot us s follows.



Figure 22: Unit 1 Task 6

(vii). Task 7

In Task 7, students leave the lesson about greeting and start to learn about introduction. Here students will listen to an introduction of a

boy named Edo. After listening to the introduction they are asked to complete a paragraph about Edo's personal information. The introduction gives students illustration about how to do self introduction and what basic information should be told.



Figure 23: Unit 1 Task 7.1



Figure 24: Unit 1 Task 7.2

(viii). Task 8

Task 8 provides students with an explanation about some expressions commonly used in introducing oneself. Students are asked to listen to the explanation and practicing the expression using their personal information. Here they also learn how to use “is” and “are” in sentences. The screenshot is presented below.



Figure 25: Unit 1 Task 8

(ix). Task 9

Task 9 presents the last learning materials in Unit 1. The task asks students to listen to four conversations showing people taking leave. Here students learn about four leave taking expressions which are “Goodbye”, “See you later”, “Have a nice dream”, and “Good night”. After listening to the conversations, students are asked to practice the pronunciation and use those expressions to take leave with some people around.



Figure 26: Unit 1 Task 9.1



Figure 27: Unit 1 Task 9.2



Figure 28: Unit 1 Task 9.3



Figure 29: Unit 1 Task 9.4

(x). Task 10

Task 10 requests students to have speaking practice about all the materials they have learnt during Unit 1. Here students are asked to

introduce themselves, they are expected to open the introduction with greeting and end it with leave taking. The use of interactive learning multimedia is restricted on giving instruction to practice, it cannot monitor whether the students are really do it or not. Therefore, students' self responsibility is highly required or the presence of a learning assistant can also help. The screenshot of Task 10 is as follows.



Figure 30: Unit 1 Task 10

(xi). Task 11

Task 11 is designed to be the evaluation task of Unit 1. This task provides students with five questions. In this task, students are asked to listen to five greetings and then they should choose the appropriate response for each greeting. Students are also stimulated by pictures to help them visualize the situation. Feedback is given in form of score and it appears immediately after students have answered all the questions. The screenshots of Task 11 are available on the following page.



Figure 31: Unit 1 Task 11.1



Figure 32: Unit 1 Task 11.2



Figure 33: Unit 1 Task 11.3



Figure 34: Unit 1 Task 11.4



Figure 35: Unit 1 Task 11.5



Figure 36: Unit 1 Task 11.6

b) Unit 2

Once students choose to learn Unit 1 from menu materials slide, they will directly go to the learning objectives slide of Unit 2. The learning objectives of this unit include saying names of the days, time, names of the months, dates and years. The screenshot can be seen in the next page.



Figure 37: Unit 2 Learning Objectives

The next button available in the learning objectives slide leads users to start learning the first task in Unit 2. There are ten tasks were designed to help students achieve the learning objectives of this unit. The following table presents the tasks organization of Unit 2.

Table 26: The Organization of Tasks in Unit 2

Task	Activity	Purpose
1.	Compare two calendars in English and in Indonesian.	To let students look for information about names of the days.
2.	Listen and practice how to say names of the days.	To practice saying names of the days.
3.	Listen to conversations and complete some sentences	To check students understanding about names of the days.
4.	Listen to monologues and answers some questions.	To have listening comprehension practice, getting information from audio recording.
5.	Listen to an explanation about cardinal and ordinal numbers.	To learn cardinal and ordinal numbers and way to use it in sentences.
6.	Listen to a monologue about daily activities and practice to tell daily activities.	To practice telling daily activities.
7.	Listen to a recording about daily activities and answer some questions.	To have listening comprehension practice, getting information from audio recording.
8.	Listen to conversations and practice the expressions.	To practice telling date of birth.

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Task	Activity	Purpose
9.	Listen to a monologue and decide whether a statement is true or false.	To have listening comprehension practice, learning minimal pair.
10.	Listen to a recording and complete the missing information in a paragraph.	To evaluate students listening comprehension ability related to all the materials they have learnt in Unit 2.

Further, detail descriptions related to the tasks in Unit 2 are described as follows.

(i). Task 1

Task 1 in Unit 2 asks students to compare two calendars and study how to say names of the days in a week. This task provides students with the display of two calendars, in English and Indonesian. They show a clear difference between names of the days in those two languages. This task also asks students to pronounce the words.



Figure 38: Unit 2 Task 1

(ii). Task 2

Task 2 asks students to listen to a conversation between a boy and two girls. They are talking about names of the days. The conversation

gives examples about how to use words “before” and “after” in sentences.

In this task, students practice telling names of the days by making sentences using those two words. The screenshot is attached below.



Figure 39: Unit 2 Task 2

(iii). Task 3

Task 3 shows a conversation between two students talking about names of the days. Here, students are asked to listen to the conversation and then choose the correct word to complete the missing information in some sentences. Feedback is given immediately after students have completed the sentence.

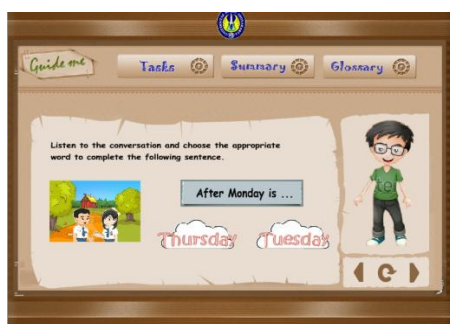


Figure 40: Unit 2 Task 3.1



Figure 41: Unit 2 Task 3.2

(iv). Task 4

Task 4 provides students with four pictures and four different recordings. The recordings tell about a day when the speaker learns a school subject. Here, students are asked to listen to the recording and then choose the correct day for each subject. This task trains students listening skill, further it also adds students' vocabulary related to some schools subjects. The screenshots are presented below.



Figure 42: Unit 2 Task 4.1



Figure 43: Unit 2 Task 4.2



Figure 44: Unit 2 Task 4.3



Figure 45: Unit 2 Task 4.4

(v). Task 5

Two of some learning objectives in Unit 2 are related with numbers, that are telling time and date of birth. Task 5 provides students with an explanation about cardinal and ordinal numbers. In this task

students are asked to listen to the explanation and then practice pronouncing the numbers. From this task students learn about how and when to use cardinal and ordinal numbers in sentences.



Figure 46: Unit 2 Task 5.1



Figure 47: Unit 2 Task 5.2

(vi). Task 6

Task 6 gives students an illustration about how to tell daily activities. This task shows a boy named Udin telling his daily activities. His daily activities are started in the morning by making up his bed. The second is going home in the afternoon. The third is having dinner in the evening and the last is going to bed and pray. After listening to his daily activities, students are encouraged to tell their own daily activities.



Figure 48: Unit 2 Task 6

(vii). Task 7

Task 7 requests students to listen to a recording telling about someone's daily activities, after that they should answer five questions about time when the speaker do each activity. This task provides students with listening comprehension practice. It also checks students' ability to visualize the time that they heard in the recording into pictures of clock as the choices. Students will get an immediate feedback when they have answered the questions. If their answer is right they can go to the next question, but if their answer is wrong they should try it again.



Figure 49: Unit 2 Task 7.1



Figure 50: Unit 2 Task 7.2



Figure 51: Unit 2 Task 7.3

(viii). Task 8

Task 8 is opened by the display of 2014 calendar. The purpose is to introduce students to names of the months in a year. In the next screen,

students are asked to listen to a conversation between a girl and two boys in front of a classroom. They are practicing some expressions such as “January is before February.” and “April is after March.” They also take turns to tell about their date of birth. In this task, students practice saying names on the months and learn how to tell their birthday. Here they practice to say names of the months, dates and years at once. The screenshots are presented below.



Figure 52: Unit 2 Task 8.1



Figure 53: Unit 2 Task 8.2

(ix). Task 9

Task 9 is the last task for practice in Unit 2. Here, students are requested to listen to a monologue delivered by a girl named Siti. In the recording, she tells about hers and her twin brothers' date of birth. At the end of the recording students will find two statements and they should decide whether the statements are true or false. After answering the questions students will have a grammar lesson about simple past tense. This tense was used when Siti said “I was born on 20th of August 2001” and “My brothers were born on 13th on May 1995”.



Figure 54: Unit 2 Task 9.1



Figure 55: Unit 2 Task 9.2

(x). Task 10

Task 10 is designed to be the evaluation task of Unit 2. This task asks students to listen to a recording entitled *The Declaration of Independence*. After listening to the recording, the students are required to complete some missing information in a paragraph. This task assesses students listening ability related to all the materials that they have learnt during Unit 2. It asks about name of the days, time, dates, name of the months and years, Task 10 also integrates English lesson with History. Feedback is given in form of score at the end of the task after they have answered all the questions. The screenshots are presented below.



Figure 56: Unit 2 Task 10.1



Figure 57: Unit 2 Task 10.2

c) Unit 3

Once students choose to learn Unit 3 from menu materials slide, they will directly go to the learning objectives slide of Unit 3. The learning objectives of this unit include telling personal identity and introducing everybody in family.



Figure 58: Unit 3 Learning Objectives

The next button available in the learning objectives slide leads users to start learning the first task in Unit 3. There are fourteen tasks were designed to help students achieve the learning objectives of this unit. The following table presents the tasks organization of Unit 3.

Table 27: The Organization of Tasks in Unit 3

Task	Activity	Purpose
1.	Listen to some people introducing themselves and guess where they probably come from.	To recall the previous lesson about introducing oneself and learn about some places in Indonesia through its traditional cloths and buildings.
2.	Listen to conversation and practice the expressions.	To practice asking and telling personal identity, name and origin.
3.	Listen to explanation about alphabet.	To practice pronouncing the twenty six alphabets in English
4.	Listen to a song and sing it together.	To have spelling and pronunciation practice.

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Task	Activity	Purpose
5.	Listen to conversation and practice the expressions.	To let students practice spelling their names.
6.	Listen to conversation and study the expressions.	To learn how to call teachers and practice to introduce them.
7.	Listen to conversations and answer some questions.	To have listening practice, getting information from audio recording.
8.	Mention family members in a picture.	To have lead-in activity before start learning to introduce family members.
9.	Listen to the description about family tree and learn about family relation.	To learn how to call some family members and encourage students to describe their own family tree.
10.	Listen to a recording and answer some questions.	To have listening practice, getting information from audio recording.
11.	Listen to a recording and choose the appropriate picture.	To have listening practice, visualizing audio input into a picture.
12.	Tell your activities with your family.	To practice telling students activities with their family.
13.	Listen to a song and sing it together.	To have pronunciation practice through song and show love for mother.
14.	Listen to a monologue and answer the following questions.	To evaluate students listening comprehension ability related to all the materials they have learnt in Unit 3.

Further, detail descriptions related to the tasks in Unit 3 are described as follows.

(i). Task 1

Task 1 in Unit 3 shows four kids introducing themselves and students are asked to guess where they probably come from. The kids dress in traditional cloths that indicate their origin. Considering that this task is a lead-in activity, here students only recall about a very simple way to do self introduction. The screenshot is presented in the next page.



Figure 59: Unit 3 Task 1

(ii). Task 2

This task requests students to listen carefully to two conversations between a student and a teacher talking about their names and origins. The expressions used in the conversations are “What is your name?” and “Where do you come from?” After listening to the conversations, students are encouraged to practice asking and telling personal information.



Figure 60: Unit 3 Task 2

(iii). Task 3

From this task students learn about the twenty six of alphabets in English. First, this slide displays the alphabets in order. After that Raka, the learning guide, gives example about how to spell his name. Then,

before going to the next slide students are asked to practice spelling their name. The screenshot is as follows.



Figure 61: Unit 3 Task 3

(iv). Task 4

In Task 4 students are asked to listen to a song entitled “BINGO” and sing it. This song teaches students about spelling. It tells about a farmer who has a dog named Bingo. The screenshot is presented below.



Figure 62: Unit 3 Task 4

(v). Task 5

This task asks students to listen to a conversation between two boys. The first boy asks the other boy to tell his name and spell it. After listening to the conversation, students are requested to practice the conversation with friends using their personal information.



Figure 63: Unit 3 Task 5

(vi). Task 6

In Task 6 students will listen to two recordings about two students introducing their teachers. The recordings teach students how to call their teachers, spell their names and tell what subjects they teach. At the end of this task students are asked to introduce their teachers.



Figure 64: Unit 3 Task 6

(vii). Task 7

Task 7 provides students with listening comprehension exercise. Here, students will find two audio recordings and five questions. All the questions related to the lesson that students have learnt in the previous

tasks. For example, one of the questions checks students' ability to guess a word which is spelled. The screenshot is presented below.



Figure 65: Unit 3 Task 7

(viii). Task 8

Task 8 provides students with a lead-in activity before starting to learn how to introduce everybody in family. Here, students are asked to mention some family members in a picture displayed on screen. It helps students to recall their background knowledge related to family relation.



Figure 66: Unit 3 Task 8

(ix). Task 9

The slide in Task 9 presents a boy describing his family tree. Here students learn how to call their family members such as grandmother,

grandfather, uncle, aunt, father, mother, brother and sister. At the end of this task, students are asked to make and describe their own family tree.



Figure 67: Unit 3 Task 9

(x). Task 10

Task 10 asks students to do listening exercise. As the audio input, they are provided by a recording about a boy describing a picture that shows his father, mother and little brother. The boy tells briefly about his family, after that students are challenged to answers five questions related to the recording. Feedback is given immediately after they have answered the questions. The screenshots are presented below.



Figure 68: Unit 3 Task 10.1



Figure 69: Unit 3 Task 10.2

(xi). Task 11

Task 11 also helps students to sharpen their listening ability. Here, students will find four recordings that tell about family relation. The students have to choose the best picture describing what they have heard. When the students listen the recording says “I have two uncles.” they should choose the picture that shows a boy with his uncles. Feedback is given immediately after students have answered the questions. The screenshot can be seen in Figure 70.



Figure 70: Unit 3 Task 11

(xii). Task 12

The slide in Task 12 shows four pictures. Each picture shows a kid doing an activity with his/her family. For example, the first picture shows a girl helps her mother drying cloths and then she says “We work together.” Students are asked to pay attention to the display and study how to tell activities with family. At the end of this task, students are encouraged to tell their activities with their family. The screenshot is presented on the following page.



Figure 71: Unit 3 Task 12

(xiii). Task 13

Task 13 asks students to listen and sing a song entitled *Mother How are You Today*. Because they have talked a lot about family during this unit, singing this song is considered appropriate as the closing activity. By singing this song, students can train their pronunciation skill. They can show their love for mother and also recall the previous lesson from Unit 1 which is asking someone's condition.



Figure 72: Unit 3 Task 13

(xiv). Task 14

Task 14 is the evaluation task of Unit 3. Here, students are challenged to do listening comprehension exercise. The audio input is a

monologue told by a boy named Udin, he introduce himself and his family members. After listening to the recording students are required to answer ten questions. Feedback is given in the form of number and it appears immediately after they have answered all the questions. The screenshots are displayed in Figures 73 and 74.



Figure 73: Unit 3 Task 14.1



Figure 74: Unit 3 Task 14.2

3) Summary

The *Summary* button leads students to menu summary slide. Here, students will find three choices of unit summary there are summary of Unit 1, Unit 2 and Unit 3. More detail descriptions about summary of each unit are described on the following pages.



Figure 4.75: Menu Summary

a) Unit 1

Summary of Unit 1 gives students some reviews about all the materials they have learnt during Unit 1. It covers the materials about greeting, introducing, and leave taking.



Figure 76: Unit 1 Summary

b) Unit 2

Summary of Unit 2 gives students some reviews about all the materials they have learnt during Unit 2. It covers the materials about names of the days, time, names of the months, dates and years.



Figure 77: Unit 2 Summary

c) Unit 3

Summary of Unit 3 gives students some reviews about all the materials they have learnt during Unit 3. It covers the

materials about how to tell personal identity and introduce everybody in family.



Figure 78: Unit 3 Summary

4) Glossary

The *Glossary* button helps students to look for some difficult words that they probably find throughout this program. The words are not separated into units, but they are published in an alphabetical order. The glossary gives students information related to the words' parts of speech and their translation in Indonesian. Sounds are also available if they click on the sound button beside the words.



Figure 79: Glossary

5. The Expert Judgment and the Revision

After the first draft of the interactive learning multimedia was completely developed, the next step is conducting an expert judgment to evaluate the appropriateness of the product. A questionnaire was developed to assess the multimedia appropriateness in terms of content and design. Considering the efficiency of time, the researcher only asked an expert to evaluate both content and design aspects. The expert is a credible lecturer from English Education Department of Yogyakarta State University. She is a permanent lecturer and an M.Appl.Ling graduate from Macquarie University Australia. By looking at the experience and expertise of the evaluator, her assessment and suggestions are considered to be valid. The following explanations describe the results of expert judgment and the revisions of the first draft.

a The Expert Judgment Related to Content Aspects

In the questionnaire for content evaluation there are fifteen statements categorized into three groups, which are content, language and presentation appropriateness. The results of multimedia content evaluation are described in the following tables.

Table 28: The Appropriateness of the Content

Item Number	Statement	Score
1.	Materials in this interactive learning multimedia are in line with the learning objectives	4
2.	Materials in this interactive learning multimedia are in line with the textbook " <i>When English Rings the Bell</i> ".	4

(continued)

(continued)

Item Number	Statement	Score
3.	Materials in this interactive learning multimedia focus on listening and speaking skills	4
4.	Materials in this interactive learning multimedia are arranged systematically.	4
5.	Examples and exercises in this interactive learning multimedia are in line with the learning objectives	4
6.	There is an appropriate amount of questions to assess students understanding of the materials.	3
7.	Basic interactive activities (true/false and multiple choice questions) are available in this multimedia.	4
8.	Learning elements (materials, exercises and evaluation) are presented in an appropriate amount.	4
9.	Summary is available at the end of learning materials.	4
10	Materials presented in this interactive learning multimedia are beneficial for students' everyday life.	4
Mean:		3.9

Table 28 shows that the mean value related to the content aspects of the developed interactive learning multimedia is 3.9. It is categorized “Very Good” due to its position in the interval $3.75 \leq x \leq 4$.

Table 29: The Appropriateness of the Language

Item Number	Statement	Score
11.	The language used in this interactive learning multimedia is appropriate an accurate.	3
12.	The language used in this interactive learning multimedia is easily understood.	4
Mean:		3.5

Table 29 indicates that the mean value related to the language used in the developed interactive learning multimedia is 3.5. It is categorized “Good” due to its position in the interval $3.50 \leq x \leq 3.74$.

Table 30: **The Appropriateness of the Presentation**

Item Number	Statement	Score
13.	Materials are presented in a systematical order	4
14.	The presentation of the materials helps students to be autonomous learners.	4
15.	Materials presented in this interactive learning multimedia covers introduction, content and closing.	3
Mean:		3.67

Table 30 gives information that the mean value related to the materials presentation in the developed interactive learning multimedia is 3.5. It is categorized “Good” due to its position in the interval $3.50 \leq x \leq 3.74$.

In summary, Table 28, 29 and 30 shows that the mean score from expert judgment related to the content appropriateness calculated from three aspects is 3.8 which is categorized “Very Good” .

b The Expert Judgment Related to Media Aspects

In the questionnaire for design evaluation there are fifteen statements categorized into four groups, which are screen appearance, multimedia elements, navigation button and interactivity/feedback. The results of multimedia design evaluation are described in the following tables.

Table 31: **The Appropriateness of the Screen Appearance**

Item Number	Statement	Score
16.	The screen appearance is clear and proportional.	4
17.	The colors variation applied in this interactive learning multimedia is match.	4
18.	Pictures and animations used in this interactive learning multimedia support learners to understand materials better.	4

(continued)

(continued)

Item Number	Statement	Score
19.	Text, picture and animations presented in this interactive learning multimedia are efficient enough.	4
Mean:		4

Table 31 shows that the mean value related to the screen appearance of the developed interactive learning multimedia is 4. It is categorized “Very Good” due to its position in the interval $3.75 \leq x \leq 4$.

Table 32: The Appropriateness of the Multimedia Elements

Item Number	Statement	Score
20.	Font size is not too small or too big.	4
21.	Texts, picture, animations are neatly arranged.	3
22.	Audio files in this interactive learning multimedia can be heard clearly.	4
23.	Videos and animations in this interactive learning multimedia have a good image and sound quality	4
Mean:		3.75

Table 32 indicates that the mean value related to the multimedia elements of the developed interactive learning multimedia is 3.75. It is categorized “Very Good” due to its position in the interval $3.75 \leq x \leq 4$.

Table 33: The Appropriateness of the Navigation Buttons

Item Number	Statements	Score
24.	Navigation buttons in this interactive learning multimedia are put in a consistent way.	4
25.	Navigation buttons in this interactive learning multimedia can be used easily.	3
26.	Navigation buttons in this interactive learning multimedia can be operated well.	4
27.	There is a shortcut to enter to main menu and exit from this application.	3
Mean:		3.5

Table 33 in the previous page tells that the mean value related to the navigation buttons in the developed interactive learning multimedia is 3.5. It is categorized “Good” due to its position in the interval $3.50 \leq x \leq 3.74$.

Table 34: The Appropriateness of the Feedback

Item Number	Statements	Score
28.	This interactive learning multimedia gives immediate feedback.	4
29.	Feedback available in this interactive learning multimedia helps users to operate it independently.	4
30.	Evaluation and scoring available are good enough to help students measure their ability.	4
Mean:		4

Table 34 tells that the mean value related to the screen appearance of the developed interactive learning multimedia is 4. It is categorized “Very Good”.

In summary, Table 31-34 shows that the mean score from expert judgment related to the design appropriateness calculated from four aspects is 3.8 which is categorized “Very Good”.

c The Revision Related to the Content

Although the descriptive statistics have shown that the developed interactive learning multimedia is categorized “Very Good” both in term of content and design, the evaluator gave some comments and suggestions in order to improve the quality of the developed multimedia. Table 35 on the following page presents list of revisions related to the content aspect.

Table 35: The Revisions Related to the Content

Screen	Point to Revise	Revision
Unit 1 – Task 6	Grammatical mistake on the instruction.	First draft : <i>Listen to the recording and choose the picture that describe the speaker condition.</i> Final draft: <i>Listen to the recording and choose the picture that describes the speaker condition.</i>
Unit 1 – Task 9	Grammatical mistake on the instruction.	First draft: <i>Listen to the conversation and study how take leave with people around you.</i> Final draft: <i>Listen to the conversation and study how to take leave with people around you.</i>
Unit 2 - Task 4	Grammatical mistake on the instruction.	First draft: <i>Listen to the recording and choose the correct day for each activities.</i> Final draft: <i>Listen to the recording and choose the correct day for each activity.</i>
Unit 2 – Task 5	The choice of word.	First draft: <i>A Cardinal Number is a number that says how many of something there are.</i> Final draft: <i>A Cardinal Number is a number that tells how many of something there are.</i>
Unit 2 – Task 12	Grammatical mistake on the instruction.	First draft: <i>Tell your friends about your activities with family.</i> Final draft: <i>Tell your friends about your activities with your family.</i>

Table 35 shows some points to be revised related to the multimedia content, most of the revisions deal with grammatical mistake. Some comments and suggestions from the evaluator were considered as input to revise the first draft becomes the final draft of the appropriate interactive learning multimedia.

d The Review and Revision Related to the Multimedia Design

Beside the content, some aspects related to the multimedia design were also considered to be revised. The evaluator comments and suggestions followed by the researcher action toward them are described in the following table.

Table 36: The Revision Related to the Design

Comments/Suggestions	Action
Attach the source of every picture and video which are not taken from the textbook <i>When English Rings the Bell</i> .	The source of every picture and video which are taken outside the textbook <i>When English Rings the Bell</i> is attached under the picture and video.
Add a slide that displays list of tasks from every unit.	A table of content slide is attached in every unit in order to give users overview about the tasks inside the unit.
Give label on navigation buttons.	Navigation buttons are labeled using words <i>back</i> , <i>replay</i> and <i>next</i> .
Try to ask a student or two about their opinion regarding the speed and the pause between utterances.	A student is asked to try the first draft of the interactive learning multimedia and give his opinion regarding the speed.

In conclusion, Table 36 shows some comments and suggestions related to the multimedia design. The researcher took some actions to revise the first draft according to the comments and suggestions obtained from the expert.

6. The Final Draft of the Interactive Learning Multimedia

The final draft of the appropriate interactive learning multimedia was developed based on the feedback obtained from the expert. The following explanations describe the final draft of the interactive learning multimedia, but it only covers some slides that need to be revised whereas the full screenshot of the final draft can be seen in the appendices.

a. Adding Table of Content Slide

In the first draft, when students choose *Tasks* buttons in menu bar they will see a slide containing three units of learning materials. Once they click on one of the units they will enter to the learning objectives of that unit. After listening to the learning objectives they will directly start learning the first task.



Figure 80: Menu Materials
(1st draft)

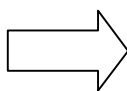
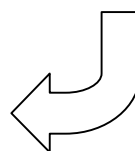


Figure 81: Learning Objectives
(1st draft)



Figure 82: Unit 1 Task 1 (1st draft)



In the final draft, when students choose *Tasks* buttons in menu bar they will see a slide containing three units of learning materials. Once they click on one of the units they will have a table of content slide that presents a list of tasks in that unit. This slide also gives them a brief description about the tasks so they can choose which task they want to learn. The flow is presented below.



Figure 83: **Menu Materials**
(final draft)

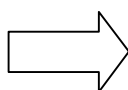
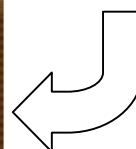


Figure 84: **Table of Content Slide**
(final draft)



Figure 85: **Unit 1 Task 1** (final draft)



b. Labeling Navigation Buttons

In the first draft, navigation buttons were not labeled but after the revision the navigation buttons are labeled in order to help students to use them. The screenshots are presented on the next page.



Figure 86: **Navigation Buttons**
(1st draft)



Figure 87: **Navigation Buttons**
(final draft)

c. Attaching Source of Pictures and Video to the Screen

In general, interactive learning multimedia developed in this research uses some pictures from pdf version of the textbook *When English Rings the Bell*. Meanwhile, in the development researcher took some additional pictures and video outside the book. An example of the revision is as follows.



Figure 88: **Unit 1 Task 1** (1st draft)



Figure 89: **Unit 1 Task 1** (final draft)

d. Revising Instruction

Some grammatical mistakes were found during the expert judgment. Figures 90 and 91 show a revision related to the task instruction.

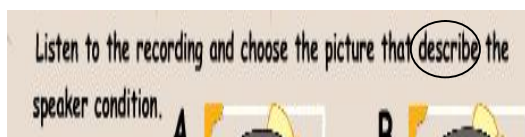


Figure 90: **Unit 1 Task 11**
(1st draft)

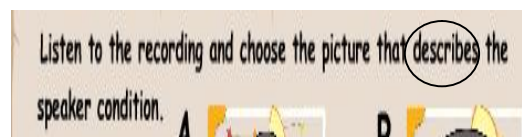


Figure 91: **Unit 1 Task 11**
(final draft)

B. Discussion

As a product-based research, this research aimed to develop an appropriate product, interactive multimedia that can help students to learn English. The result of this research is an appropriate interactive learning multimedia of listening and speaking for *When English Rings the Bell* for grade VII students. This research took place at SMP N 15 Yogyakarta and the population sample was 36 students from class VII A. In order to develop an appropriate product for them researcher conducted a needs analysis to examine students needs and their preference concerning multimedia content and design.

A needs analysis was conducted on September 26, 2013 by distributing questionnaires to students. A needs analysis questionnaire is commonly developed to investigate students target and learning needs, but in this research students target needs was revealed by analyzing the textbook *When English Rings the Bell*. The target needs cover three basic competences of the first three units of the textbook. The statements in the need analysis questionnaire mainly asked about students learning needs, it covers some key elements such as input presentation, multimedia design, learning procedure, teacher's role and setting.

Research findings show that in terms of input presentation students want to have richer materials compared to the adapted textbook. Animation that presents dialogue is the most chosen type of input. In term of input length,

students prefer to listen to 4-6 minutes length audio recording. As the type of voice most of the students agreed to have children voice as the main input.

The results of the needs analysis related to multimedia design can be summarized as follows. Students prefer to have *Comic Sans* as the font design. For the navigations buttons, students think that it is better if the buttons produce sound anytime it is clicked. Regarding the color, they prefer to have blue as the main color. Concerning backsound and translation availability most of the students consider it sometimes important.

Students' preferences regarding learning procedures are summarized as follows. For the task sequence, students prefer to have listening input first then followed by speaking activity. As the listening activity, they want to have more practice on listening and then answer some questions and for the speaking procedure they prefer to have conversation practice as the activity. For the teacher's role students wish their teacher helps them by giving example before doing the tasks in the interactive learning multimedia and regarding the setting most students like to work in group.

After analyzing students' needs researcher developed a course grid and a flowchart. Next, the first draft of the interactive multimedia is developed. There are three units of learning available in this learning multimedia. Unit 1 discusses greeting, introducing myself, and leave taking. The title of Unit 1 is "*How are You?*". Unit 2 discusses about how to tell time, names of the days, months, dates,

and years. This unit is entitled “*It’s My Birthday*”. Unit 3 discusses about how to tell personal identity and introducing everybody in family. This unit is entitled “*I Love People around Me*”.

The developed interactive learning multimedia consists of two main pages i.e. title page and menu page. The title page is an opening screen showing the title of the program. The menu bar is available on the top side on every slide. There are four buttons *Guide me*, *Tasks*, *Summary* and *Glossary*. The *Guide me* button leads users to the explanation about navigation buttons used in this program. The *Tasks* button leads students to a menu materials slide displaying three choices of units. The *Summary* button leads students to a menu summary slide displaying three choices of unit summary. The *Glossary* button helps students to find list of vocabulary used in this program. The words are not separated into units, but they are presented in an alphabetical order.

After the first draft is completely developed, the product is evaluated by an expert. The evaluation process was done by distributing an expert judgment rating scale. The purpose is to evaluate the multimedia appropriateness in term of content and design. In the content evaluation rating scale there are fifteen statements categorized into three groups which are content, language and presentation. For multimedia design evaluation rating scale there are fifteen statements categorized into four groups they are screen appearance, multimedia elements, navigation buttons and interactivity or feedback.

The results of expert judgment show that the content in this interactive multimedia were well covered. It is focused on listening and speaking skills, the materials are in line with the adapted textbook. Besides, the materials have met the students' needs and learning objectives. The language used is accurate and appropriate. The materials are arranged systematically, it provides appropriate amount of exercise and evaluation for students and the materials is beneficial for students on their daily life. The learning activities give students opportunities to control their learning in order to promote autonomous learning.

Regarding the screen appearance, the results of the expert judgment show that the display is clear and proportional, color combination is harmonious and the application of texts, picture and animation are efficient to support learning. The multimedia elements are also considered appropriate. The font is in an appropriate size and type so the texts are readable and clear. Texts, pictures and animations are neatly arranged. Videos and animations have clear image sound. The multimedia elements agreed with the characteristics of effective interactive multimedia proposed by Stemler (1997) and Newby (2000). The experts state that the text in interactive multimedia should be concise and meaningful, colors selection should be harmonious. Picture and video should be synchronized with the content. Audio should keep the language simple and clear.

In terms of navigation button, the developed interactive learning multimedia is considered appropriate. Navigation buttons are put in a consistent

way. They are well operated and can be used easily. There are also shortcuts to go to menu materials and exit the application. The navigation buttons in the interactive learning multimedia agreed with the characteristics of effective interactive multimedia proposed by Stemler (1997) and Newby (2000). They state that the effective navigation buttons should be located consistently throughout a program, there should be navigation button that allow students to exit the program, go forward, backward, go to the main menu and go to glossary.

In terms of feedback, the developed interactive learning multimedia is also considered appropriate. The feedback is given immediately, it helps students to study independently and the evaluation and scoring can measure students' ability. The feedback aspect agreed with the characteristics of effective interactive multimedia proposed by Stemler (1997) and Newby (2000). They state that the effective feedback should be given on the same screen with the question and student response, feedback is given immediately, it should verify the correctness and encourage students to learn.

Research findings related to the students target and learning needs and also the results of expert judgment have shown that all the criteria of effective interactive learning multimedia have been fulfilled by the developed learning multimedia. Based on the reseach findings, the interactive learning multimedia developed in this research was considered appropriate for the target users.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study has two main goals the first is to find out the target and learning needs of listening and speaking materials for the seventh grade students at SMP N 15 Yogyakarta. The second is to develop an appropriate English learning multimedia of listening and speaking materials for the seventh grade students at SMP N 15 Yogyakarta. In this chapter the conclusions are drawn and the suggestions are proposed.

A. Conclusions

1. The Results of the Needs Analysis

Based on the research findings, the needs analysis is divided into two aspects, they are target needs and learning needs. Those aspects are described as follows:

a. The Target Needs

Target needs is defined as what the learner needs to do in the target situation. Basically, grade VII students' goal in learning English is to accomplish core and basic competencies that have been set by curriculum. Students target needs in this research covered three basic competencies of the first three units of the textbook *When Englis Rings the Bell*. The first is greeting, introducing and leave taking. The second is saying names of the days, time, names of the months, dates and years. The last is telling personal identity and introducing everybody in

family. Various listening and speaking activities are formulated to help students achieve those needs.

b. The Learning Needs

Research findings related to the learning needs cover some key elements such as input, design, procedure, teacher's role and setting.

1) Input

In terms of materials input students want to have richer materials compared to the adapted textbook. An animation that presents a dialogue is the most chosen type of input. In terms of input length, students prefer to listen to 4-6 minutes length audio recording. As the type of voice most of the students agreed to have children's voice as the main input. And regarding the picture and animation availability most of the students consider it very important.

2) Design

Students' learning needs related to the multimedia design can be summarized as follows. Students prefer to have *Comic Sans* as the font design. For the navigations buttons, students think that it is better if the buttons produce sound anytime it is clicked. Regarding the color, they prefer to have blue as the main color. Concerning backsound and translation availability most of the students consider it sometimes important.

3) Procedure

Students' preferences regarding learning procedures are summarized as follows. For the task sequence, students prefer to have listening input first then followed by speaking activity. As the listening activity, they want to have more practice on listening and then answering some questions. And for the speaking procedure, they prefer to have conversation practice as the activity.

4) Teacher's role and Setting

For the teacher's role students wish their teacher helps them by giving example before doing the tasks in the interactive learning multimedia and regarding the setting most students like to work in group.

2. The Characteristics of Appropriate Interactive Learning Multimedia

a. Content

In terms of content an appropriate learning multimedia should meet these following criteria:

1) Content

The content of appropriate interactive learning multimedia should be:

- a) in line with the learning objectives of every unit.
- b) in line with the adapted book *When English Rings the Bell*.
- c) focused on listening and speaking skills.
- d) arranged systematically.
- e) provided by an appropriate amount of questions to assess students understanding.

- f) provided by basic interactive activities.
- g) provided by summary at the end of learning materials.
- h) beneficial for students in their daily life.

2) Language

The effective language for interactive learning multimedia should be appropriate, accurate and easily be understood.

3) Presentation

The content of appropriate interactive learning multimedia should be presented in a systematical order. The presentation of the materials should help students to be autonomous learners. And the materials presented should cover introduction, content and closing activities.

b. Design

Characteristics of appropriate interactive learning multimedia in terms of media/design are categorized into four aspects. They are screen appearance, multimedia elements, navigation buttons and interactivity or feedback.

1) Screen appearance

Screen appearance of appropriate interactive learning multimedia should be clear and proportional, match in terms of color combination, and present texts, pictures, and animations efficiently.

2) Multimedia elements

Multimedia elements cover five aspects. They are text, picture, animation, sound and video. An appropriate learning multimedia should present the text in an appropriate font size. Texts, picture, animations and videos should be neatly arranged. And the pictures, videos, animations and audio files must have a good quality in terms of image and sound.

3) Navigation buttons

Navigation buttons should be put in a consistent way. They should be well operated and can be used easily. Shortcut buttons to go to menu materials, and exit the application should be available

4) Feedback

An appropriate interactive learning multimedia should give immediate feedback. The feedback should help users to operate the multimedia independently. And the evaluation and scoring should good enough to help students measure their ability.

c. Component

In terms of its component, the appropriate interactive learning multimedia has two main components. The first is title page and the second is main page. Those components are describes on the following page.

1) Title page

As an opening slide the title page should show the title of the interactive learning multimedia and states that the multimedia is developed based on a textbook entitled *When English Rings the Bell*.

2) Menu page

There are four buttons in the menu bar they are *Guide me*, *Tasks*, *Summary* and *Glossary*. The function of each button is described below.

a) Guide me

The *Guide me* button leads students to the explanation about some navigation buttons used in the interactive multimedia.

b) Task

The *Tasks* button leads students to a menu materials page displaying three choices of units which are Unit 1, Unit 2 and Unit 3. When students choose one of the units they will see a table of content slide that displays the tasks inside the unit.

c) Summary

The *Summary* button leads students to a menu summary page. Here, they will find three choices of summary for every unit.

d) Glossary

The *Glossary* button helps students to find out some difficult vocabulary used in the multimedia. The words are not separated into units, but they are published in an alphabetical order.

B. Suggestions

There are some suggestions proposed to the English teachers and interactive multimedia developers.

1. For English Teachers

English teachers are suggested to vary their classroom activities by utilizing Information Communication and Technology (ICT) in the teaching and learning process. The implementation of interactive learning multimedia in the classroom is expected can create a fun learning environment in order to improve students' motivation in learning. Interactive learning multimedia helps teachers to conduct learner-centered approach and the use of interactive learning multimedia is also beneficial to promote students independency in learning

2. For Interactive Learning Multimedia Developers

Considering the improvement of the interactive learning multimedia, there are some suggestions for interactive multimedia developers.

- a. In terms of content, the content of the interactive learning multimedia in the further development should be more suitable with the students' needs. This research adapted the materials from textbook. Other developers should try to develop their own learning materials and develop it into appropriate interactive learning multimedia. Other multimedia developer should also develop interactive multimedia for reading, writing, grammar and vocabulary.

- b. In terms of design, the further product developer should make the multimedia presentation more interesting for users. The combination of color should be more creative, the interaction should be more intensive, the picture and animation should be more appropriate to support students understanding toward the learning materials. The last is the further developer should make the audio recording sound clearer and more natural in order to give sufficient input for the users

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APPENDICES

APPENDIX A

The Needs Analysis Questionnaire

KUESIONER *NEEDS ANALYSIS* UNTUK SISWA

Kuesioner *needs analysis* ini digunakan sebagai alat untuk mengumpulkan data mengenai kebutuhan siswa terhadap media pembelajaran bahasa Inggris interaktif. Data yang diperoleh dari kuesioner ini akan digunakan untuk mengembangkan “Interactive Learning Multimedia of Listening-Speaking Materials for *When English Rings The Bell* Grade VII Students of SMP N 15 Yogyakarta”. Isian siswa dalam kuesioner ini akan dirahasiakan dan tidak akan mempengaruhi nilai siswa.

Lingkari salah satu atau lebih alternatif jawaban yang tersedia atau isilah titik-titik untuk menggambarkan keadaan diri Anda sebenarnya.

1. Materi yang digunakan dalam multimedia pembelajaran interaktif ini sebaiknya ...
 - a. Sama seperti materi yang ada dalam buku
 - b. Terdapat penambahan materi
 - c. Diadaptasi sesuai kebutuhan
 - d. Lainnya ...
2. Jenis input yang saya inginkan dalam multimedia pembelajaran interaktif berupa ...
 - a. Teks
 - b. Gambar
 - c. Audio
 - d. Video
 - e. Animasi
 - f. Lainnya ...
3. Input audio/video yang saya sukai adalah ...
 - a. Pengucapan kata
 - b. Monolog
 - c. Dialog
 - d. Lainnya ...
4. Durasi audio/video yang ingin saya dengarkan/tonton adalah ...
 - a. 1-3 menit

- b. 4-6 menit
 - c. 7-10 menit
 - d. Lainnya ...
5. Jenis suara yang ingin saya dengarkan adalah ...
- a. Laki-laki dewasa
 - b. Perempuan dewasa
 - c. Anak-anak
 - d. Lainnya ...
6. Jenis huruf yang saya sukai adalah ...
- a. Footlight MT Light
 - b. Comic Sans MS
 - c. **Scrip MT Bold**
 - d. Lainnya ...
7. Adanya tampilan gambar yang dapat mendukung pemahaman terhadap materi menurut saya ...
- a. Tidak perlu
 - b. Kadang-kadang perlu
 - c. Sangat perlu
 - d. Lainnya ...
8. Adanya animasi dalam tampilan multimedia interaktif menurut saya ...
- a. Tidak perlu
 - b. Kadang-kadang perlu
 - c. Sangat perlu
 - d. Lainnya ...
9. Tombol-tombol yang digunakan dalam multimedia interaktif seharusnya ...
- a. Bersuara ketika digunakan
 - b. Memiliki warna yang kontras
 - c. Menggunakan symbol
 - d. Lainnya ...
10. Warna dasar yang saya sukai adalah ...
- a. Hijau

- b. Biru
 - c. Merah
 - d. Lainnya ...
11. Adanya *background* dalam multimedia pembelajaran interaktif menurut saya ...
- a. Sangat perlu
 - b. Kadang perlu
 - c. Tidak perlu
 - d. Lainnya ...
12. Bahasa yang ingin saya dengarkan/gunakan dalam pembelajaran interaktif adalah ...
- a. British
 - b. American
 - c. Mempelajari keduanya
 - d. Lainnya ...
13. Urutan tugas pada multimedia interaktif ini sebaiknya ...
- a. Dimulai dengan membaca penjelasan lalu mengerjakan latihan
 - b. Dimulai dengan mengerjakan latihan lalu siswa menyimpulkan
 - c. Diawali dengan mempelajari kata-kata sulit yang akan ditemui dalam tugas selanjutnya
 - d. Dimulai dengan mendengarkan input *listening* lalu berlatih *speaking*
 - e. Lainnya ...
14. Saya lebih suka mengerjakan tugas pada multimedia interaktif secara ...
- a. Individu
 - b. Berpasangan
 - c. Berkelompok
 - d. Lainnya ...
15. Dalam pembelajaran menggunakan multimedia interaktif, bantuan dari guru yang saya harapkan adalah ...
- a. Bantuan untuk menjelaskan langkah penggunaan multimedia interaktif

- b. Bantuan untuk memberi contoh cara mengerjakan tugas dan aktifitas yang ada
 - c. Bantuan untuk memberikan gambaran tentang tujuan pembelajaran
 - d. Lainnya ...
16. Aktifitas pembelajaran *listening* yang saya sukai adalah ...
- a. Membedakan kata yang terdengar sama
 - b. Menentukan letak penekanan pada kata
 - c. Mengurutkan gambar berdasarkan rekaman
 - d. Melengkapi kalimat berdasarkan rekaman
 - e. Menjawab pertanyaan berdasarkan rekaman
 - f. Menebak lanjutan kalimat dalam percakapan yang didengarkan
 - g. Lainnya ...
17. Aktifitas pembelajaran *speaking* yang saya sukai adalah ...
- a. Melafalkan kata/kalimat yang didengar
 - b. Berlatih *tongue twister*
 - c. Melakukan percakapan berdasarkan situasi yang ditentukan
 - d. Menceritakan kembali
 - e. Melakukan tanya jawab
 - f. Mendeskripsikan gambar
 - g. Lainnya ...
18. Menurut saya adanya terjemahan bahasa Indonesia pada instruksi pembelajaran ...
- a. Sangat perlu
 - b. Kadang perlu
 - c. Tidak perlu
 - d. Lainnya ...

Terima kasih atas kesediaannya berpartisipasi dalam pengisian kuesioner ini. 😊

APPENDIX B

The Course Grid

COURSE GRID

Class/Semester	: VII/1
Unit	: 1
Kompetensi Inti	<p>: 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>: 3.1 Memahami teks lisan berupa sapaan dan pamitan, serta responnya</p> <p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan untuk pengenalan diri dengan sangat pendek dan sederhana.</p> <p>4.1 Menyusun teks lisan untuk mengucapkan dan merespon sapaan dan pamitan dengan unsur kebahasaan yang benar dengan sesuai konteks.</p> <p>4.2 Menyusun teks lisan untuk mengucapkan dan merespon perkenalan diri, dengan sangat pendek dan sederhana dengan unsur kebahasaan yang benar dengan sesuai konteks.</p>
Objectives	: - At the end of this lesson, students are able to greet people

- At the end of this lesson, students are able to introduce themselves
- At the end of this lesson, students are able to take leave

Unit Title	Topic	Language	Input	Indicator	Activity
How are You?	Greeting	- Language Function Expressions of greeting: <i>Hi, Good morning, Good afternoon, Good evening, How are you? I'm fine, I'm great, I'm not feeling well, I have a headache</i> Expressions of self introduction: <i>My name is ..., I'm ... years old, I live in ..., I like ..., my favorite food is ...</i>	- A video containing greeting expressions - A recording and pictures about people greeting each other	1. Students are able to identify the sound of greeting expressions and pronounce it correctly	Pre-activity 1. Listen to a song containing greeting expressions
				2. Students are able to greet people around them	2. a. Listen to some greeting expressions and practice it with friends. b. Choose the appropriate greeting expression for some situations in the picture.
			- A recording of people introducing themselves	3. Students are able to get detailed information from the recording	3. a. Listen to an introduction and answer some questions related to it.
				4. Students are able to introduce themselves	4. a. Listen to an explanation about

		Expressions of leave taking: <i>Goodbye, See you later, I have to go now, Good night, Take care</i> - Grammar Present tense: <i>is, am, are</i> - Vocabulary <i>headache, stomachache, toothache, cough, dizzy, swim, read, eat, travel, noodle, meatball, fried rice</i>	- A recording containing leave taking expressions	5. Students are able to greet people correctly and contextually.	introduction. b. Introduce yourself, start by greeting and end by leave taking.
				6. Students are able to take leave with people around them	
				7. Students are able to give appropriate response for greeting	7. Listen to the greetings and choose the appropriate response.

COURSE GRID

Class/Semester	: VII/1
Unit	: 2
Kompetensi Inti	<p>: 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>: 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan untuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun.</p> <p>4.2 Menyusun teks lisan untuk menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>
Objectives	<p>: - At the end of this lesson, students are able to say names of the days</p> <p>- At the end of this lesson, students are able to say time</p> <p>- At the end of this lesson, students are able to say names dates, names of the months and years</p>

Unit Title	Topic	Language	Input	Indicator	Activity
It's my Birthday!	Telling date of birth	- Language Function Expressions to tell names of the days: <i>What day is today? It's Monday. Tomorrow is Tuesday. Yesterday was Sunday.</i> Expressions to tell time: <i>Five o'clock in the morning, Twelve thirty in the afternoon.</i> Expressions to tell names of the	- An animation telling names of the days in a week. - A recording of people talking about names of the days. - A recording of a boy telling his daily activities. - A recording of people talking about names of the months. - A recording of a girl telling her date of births.	1. Students are able to identify the names of the days in a week	Pre-activity 1. Compare two calendars in English and in Indonesian.
				2. Students are able to say names of the days	2. Listen to the recording and practice how to say names of the days.
				3. Students are able to get detailed information from the recording about daily activities.	3. a. Listen to conversations and complete some sentences b. Listen to some monologues and answers the following questions.
				4. Students are able to tell time	4. Listen to a monologue about daily activities and practice to tell daily activities.
				5. Students are able to tell their date of birth.	5. Listen to conversations and practice the expressions about

		months: <i>After March is April, I was born in July.</i> - Grammar Past tense: <i>was and were</i> Preposition of time:: <i>in March, On July the second, at noon</i> - Vocabulary <i>Sunday, Monday, Tuesday, Wednesday, January, February, March, April, first, second, third, English, Sport, Science, Math</i>	- A recording telling about Indonesian independence day.		names of the months.
				6. Students are able to get detailed information from the recording about date of birth	6. a. Listen to a monologue and decide whether the statement is true or false. b. Listen to a recording and complete the missing information in a paragraph.

COURSE GRID

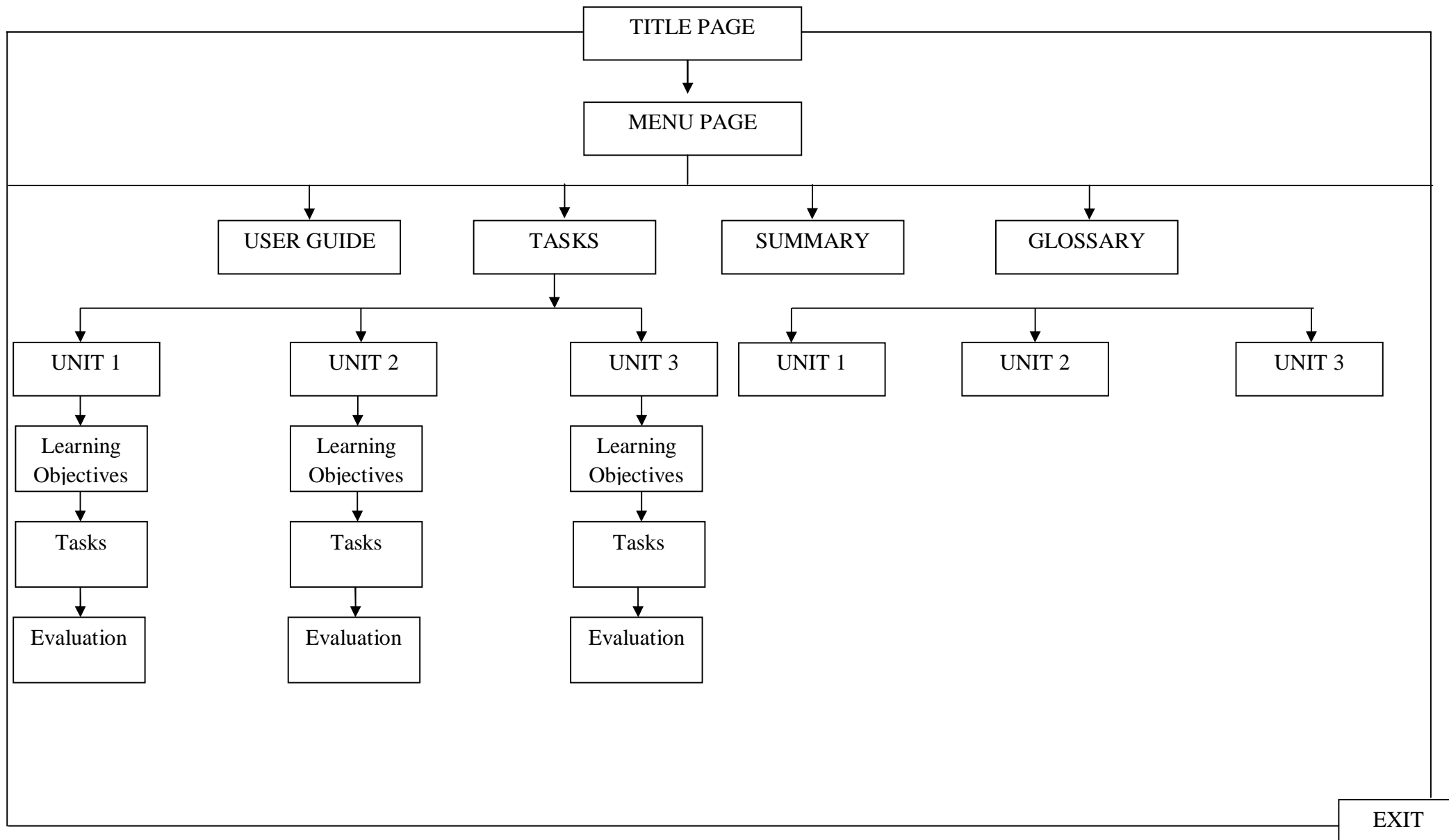
Class/Semester	: VII/1
Unit	: 3
Kompetensi Inti	<p>: 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.</p> <p>4. Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.</p>
Kompetensi Dasar	<p>: 3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan untuk penyebutan jati diri dengan sangat pendek dan sederhana.</p> <p>3.12 Memahami pesan dalam lagu</p> <p>4.4 Menyusun teks lisan untuk menyebutkan jati diri, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.11 Menangkap pesan dalam lagu</p>
Objectives	<p>: - At the end of this lesson, students are able to tell their personal identity</p> <p>- At the end of this lesson, students are able to introduce everybody in their family</p>

Unit Title	Topic	Language	Input	Indicator	Activity
I Love People around Me!	Family	- Language Function Expressions to tell personal identity: <i>My name is ..., My father is Mr. ..., I have two brothers. My mother is a teacher. She teaches Math.</i> - Grammar Pronoun: <i>I, you, we, she, it, they</i> Possessive pronoun: <i>My, your, our, her,</i>	- Recordings about people introducing themselves - A recording of two boys spelling their names. - Two recordings about a girl calling her friend, and a boy talks to his mother. - Some recordings telling about family relation. - A recording of a boy describing his family tree.	1. Students are able to guess someone's origin.	Pre-activity 1. Listen to some people introducing themselves and guess where they probably come from.
				2. Students are able to spell their name.	2. a. Listen to an explanation about alphabet. b. Practice spelling your name.
				3. Students are able to get detailed information from the recording.	3. a. Listen to the recordings and choose the right answer.
				4. Students are able to identify family relation from pictures.	4. a. Mention family members in a picture. b. Listen to a recording and choose the appropriate picture.
				5. Students are able to introduce everybody in their	5. a. Listen to the description about family tree and learn about

		<i>his, their</i> Plural and singular: Suffix <i>s/es</i> - Vocabulary <i>Uncle, aunt, grandmother, grandfather, brother, sister, gardener, cook, policewoman,</i>	- A recording of a girl telling her date of births. - A recording telling about Indonesian Independence Day.	family.	family relation. b. Make your own family tree and describe your family relation to your friends. c. Listen to the recording and tell your activities you're your family.
				6. Students are able to get messages from songs	7. a. Listen to a song entitled "BINGO" and sing it together with your friends. b. a. Listen to a song entitled "Mother How are You Today" and sing it together with your friends.

APPENDIX C



The Flowchart





APPENDIX D

The First Draft of the Interactive Learning Multimedia


TITLE PAGE

No.	Slide
1.	 <p>Figure 1: UNY Logo</p>
2.	 <p>Figure 2: Program Title Screen 2</p>


No.	Slide
3.	 <p>Figure 3: Program Title Screen 1</p>
4.	 <p>Figure 4: Direction</p>

UNIT 1


No.	Screen
1.	 <p>Figure 1: Menu Material Unit 1</p>


2.	 <p>Figure 2: Learning Objective Unit 1</p>
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No.	Screen
3.	 <p>Figure 3: Task 1</p>

4.	 <p>Figure 4: Task 2.1</p>
----	--


No.	Screen
5.	 <p>Figure 5: Task 2.2</p>

6.	 <p>Figure 6: Task 2.3</p>
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No.	Screen
7.	 <p>Figure 7: Task 2.4</p>

8.	 <p>Figure 8: Task 3.1</p>
----	--

No.	Screen
9.	 <p>Figure 9: Task 3.2</p>

10.	 <p>Figure 10: Task 3.3</p>
-----	--


No.	Screen
11.	 <p>Figure 11: Task 4</p>


12.	 <p>Figure 12: Task 5</p>
-----	---

No.	Screen
13.	 <p>Figure 13: Task 6</p>

14.	 <p>Figure 14: Task 7</p>
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No.	Screen
15.	 <p>Figure 15: Task 7.1</p>

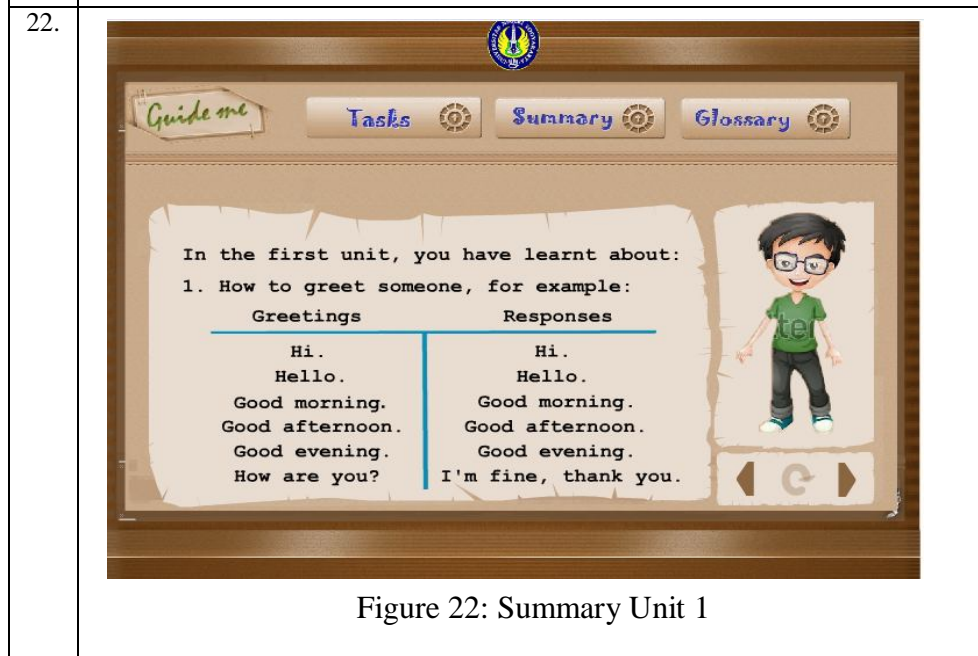
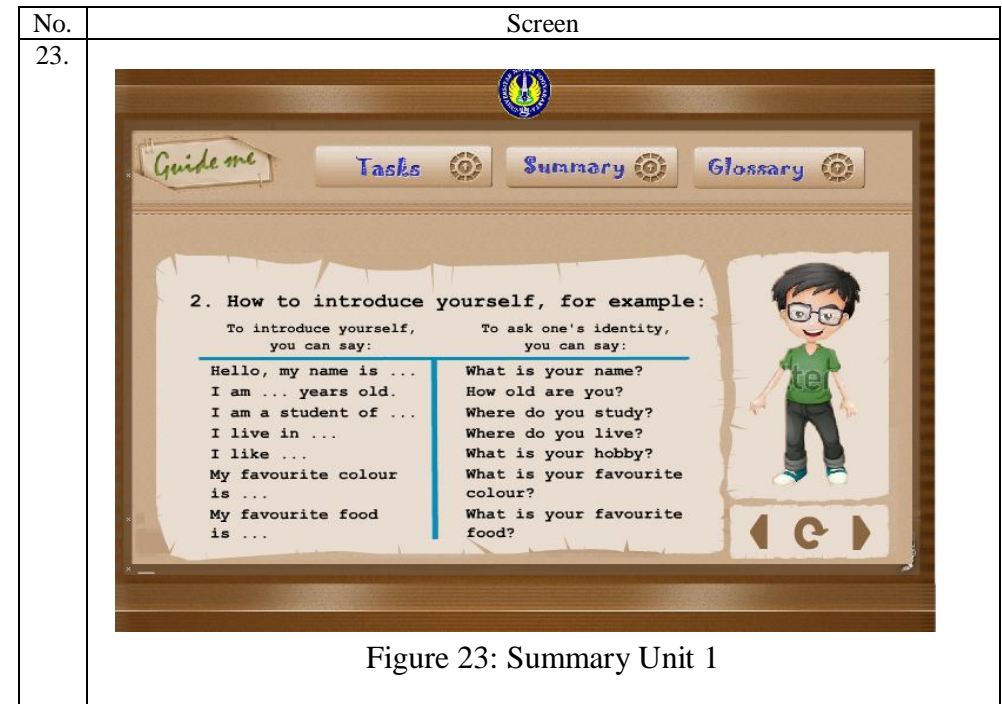
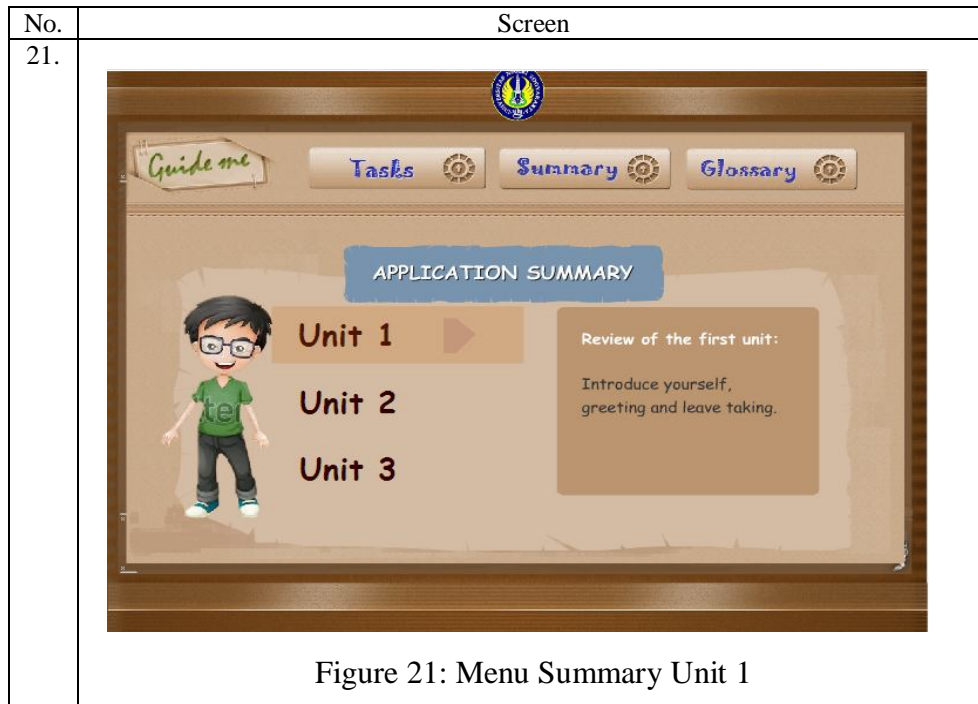
16.	 <p>Figure 16: Task 8</p>
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No.	Screen
17.	 <p>Figure 17: Task 9</p>

No.	Screen
19.	 <p>Figure 19: Task 11</p>

18.	 <p>Figure 18: Task 10</p>
-----	--

20.	 <p>Figure 20: Task 11 (scoring)</p>
-----	--




UNIT 2

No.	Screen
1.	<p>Figure 1: Menu Material Unit 2</p>

2.	<p>Figure 2: Learning Objectives Unit</p>
----	---



No.	Screen
3.	<p>Figure 3: Task 1</p>
4.	<p>Figure 4: Task 2</p>

No.	Screen
5.	 <p>Figure 5: Task 3.1</p>

6.	 <p>Figure 6: Task 3.2 (feedback)</p>
----	--

No.	Screen
7.	 <p>Figure 7: Task 4.1</p>

8.	 <p>Figure 8: Task 4.2 (feedback)</p>
----	---

No.	Screen
9.	 <p>Figure 9: Task 5.1 (cardinal number)</p>
10.	 <p>Figure 10: Task 5.2 (ordinal number)</p>


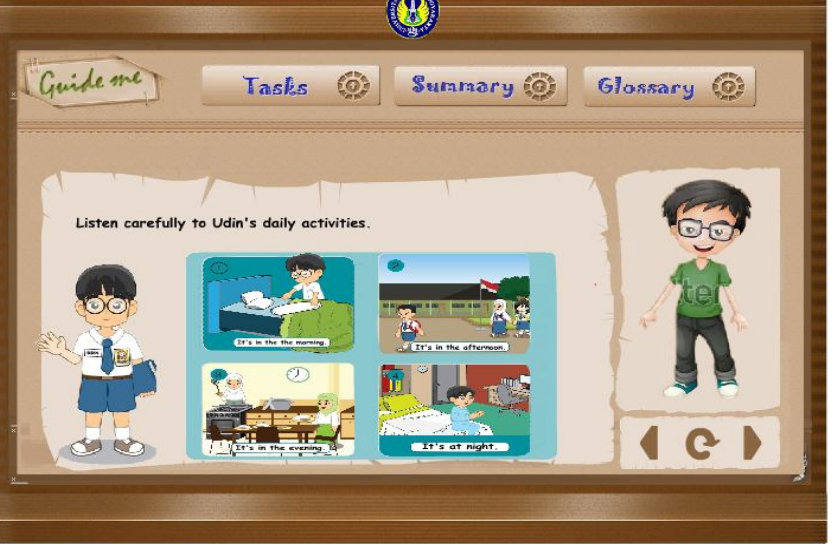
No.	Screen
11.	 <p>Figure 11 Task 5.3 (ordinal and cardinal numbers)</p>
12.	 <p>Figure 12: Task 6</p>



Figure 13: Task 7.1



Figure 14: Task 7.2 (exercise)



Figure 15: Task 8.1



Figure 16: Task 8.2

No.	Screen
17.	

Figure 17: Task 9.1

18.	
-----	--

Figure 18: Task 9.2

No.	Screen										
19.	<table border="1" data-bbox="1670 511 1834 722"> <tr> <td>1945</td> <td>on</td> </tr> <tr> <td>August</td> <td>56</td> </tr> <tr> <td>Friday</td> <td>17th</td> </tr> <tr> <td>at</td> <td>10</td> </tr> <tr> <td colspan="2">in the morning</td> </tr> </table>	1945	on	August	56	Friday	17th	at	10	in the morning	
1945	on										
August	56										
Friday	17th										
at	10										
in the morning											

Figure 19: Task 10.1

20.	
-----	--

Figure 20: Task 10.2 (scoring)

No.	Screen
21.	<p>Figure 21: Menu Summary Unit 2</p>


22.	<p>Figure 22: Summary Unit 2.1</p>
-----	------------------------------------



No.	Screen
23.	<p>Figure 23: Summary Unit 2.2</p>

24.	<p>Figure 24: Glossary</p>
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UNIT 3

No.	Screen
1.	 <p>Figure 1: Menu Material Unit 3</p>

2.	 <p>Figure 2: Learning Objectives Unit 3</p>
----	---


No.	Screen
3.	 <p>Figure 3: Task 1</p>
4.	 <p>Figure 4: Task 2</p>

No.	Screen
5.	 <p>Figure 5: Task 3</p>



No.	Screen
6.	 <p>Figure 6: Task 4</p>

No.	Screen
7.	 <p>Figure 7: Task 5</p>

No.	Screen
8.	 <p>Figure 8: Task 6</p>

No.	Screen
9.	 <p>Figure 9: Task 7</p>

10.	 <p>Figure 10: Task 8</p>
-----	--

No.	Screen
11.	 <p>Figure 11: Task 9</p>
12.	 <p>Figure 12: Task 10.1</p>

No.	Screen
13.	<p>Figure 13: Task 10.2</p>

14.	<p>Figure 14. Task 11</p>
-----	---------------------------

No.	Screen
15.	<p>Figure 15: Task 12</p>

16.	<p>Figure 16: Task 13</p>
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No. 17. Screen



Figure 17: Task 14.1

No. 18. Screen




Figure 18: Task 14.2

No. 19. Screen

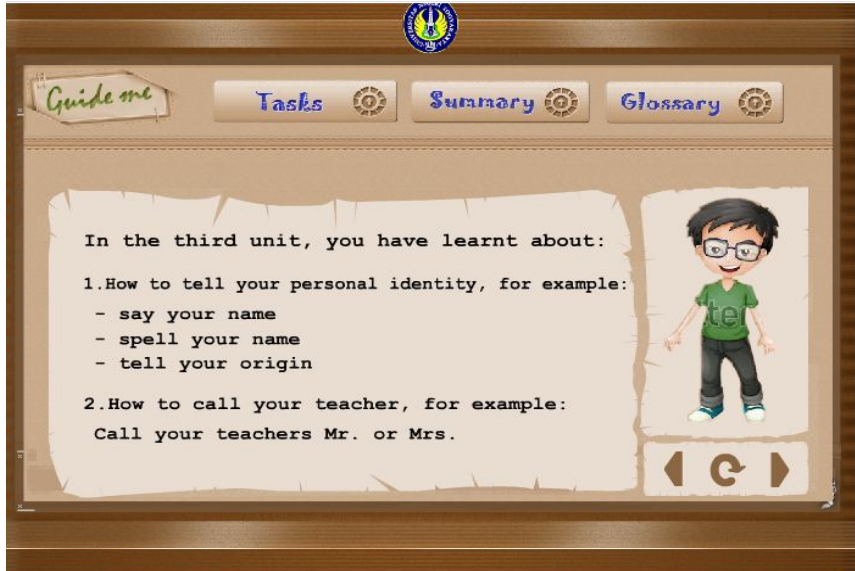


Figure 19: Summary Unit 3

No. 20. Screen




Figure 20: Glossary

Word	Indonesian Equivalent
aunt (kb)	: bibi
cook (kb)	: koki
cook (kk)	: memasak
delay (kb)	: penundaan
family (kb)	: keluarga
gardener (kb)	: tukang kebun
laugh (kk)	: tertawa
mention (kk)	: sebutkan
Mr. (kb)	: tuan
Mrs. (kb)	: nyonya
occupation (kb)	: pekerjaan
older (ks)	: lebih tua
origin (kb)	: asal
policewoman (kb)	: polisi wanita
promise (kk)	: janji
sibling (kb)	: saudara
spell (kk)	: mengeja
tree (kb)	: pohon
uncle (kb)	: paman
younger (ks)	: lebih muda

kb: kata benda, kk: kata kerja, ks: kata sifat

APPENDIX E

The Expert Judgment Rating Scale

KUESIONER PENILAIAN MEDIA PEMBELAJARAN

Kepada

Yth. Ibu *Siti Mahripah*, M.App.Ling

Di tempat

Dengan hormat,

Sehubungan dengan penyusunan tugas akhir skripsi, saya:

Nama : Raizsa An-Nur

NIM : 09202241063

Jurusan/ Fakultas : Pendidikan Bahasa Inggris/FBS

Memohon kesediaan Ibu untuk mengisi kuesioner penilaian media pembelajaran sebagai produk dari penelitian skripsi saya yang berjudul *“Developing Appropriate Interactive Learning Multimedia of Listening-Speaking Materials for When English Rings the Bell Grade VII Students of SMP N 15 Yogyakarta”*.

Demikian surat pengantar ini disampaikan, atas perhatian dan partisipasi yang diberikan saya ucapkan terima kasih.

Yogyakarta Januari 2014

Hormat saya,

Raizsa An-Nur

Berilah tanda centang (✓) pada salah satu kolom SS, S, TS, atau STS untuk menilai pernyataan yang ada di dalam tabel.

Keterangan:

SS : sangat setuju

S : setuju

TS : tidak setuju

STS : sangat tidak setuju

No.	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam multimedia interaktif ini sesuai dengan tujuan pembelajaran.					
2.	Materi dalam multimedia ini sesuai dengan materi yang ada dalam buku BSE " <i>When English Rings the Bell</i> ".					
3.	Materi dalam multimedia interaktif ini terpusat pada pembelajaran mendengarkan dan berbicara.					
4.	Materi yang ada dalam multimedia interaktif ini tersusun secara sistematis.					
5.	Contoh dan latihan soal sesuai dengan tujuan pembelajaran.					
6.	Terdapat pertanyaan yang memadai untuk mengecek pemahaman.					
7.	Terdapat kegiatan interaksi dasar (True/False, Pilihan jawaban).					



8.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadai.					
9.	Adanya rangkuman materi pada akhir materi.					
10.	Materi yang disajikan bermanfaat dalam kehidupan siswa sehari-hari					
Bahasa						
11.	Bahasa yang digunakan dalam multimedia interaktif ini baik dan benar.					
12.	Bahasa yang digunakan dalam multimedia interaktif ini mudah dipahami.					
Penyajian						
13.	Materi disajikan secara runtut dan berkesinambungan.					
14.	Penyajian materi dalam multimedia ini membantu siswa untuk belajar mandiri.					
15.	Materi pada multimedia ini mencakup pendahuluan, isi dan penutup.					
Tampilan layar						
16.	Tampilan layar jelas dan proporsional.					
17.	Variasi warna yang digunakan dalam multimedia ini serasi.					
18.	Gambar dan animasi yang digunakan dalam multimedia ini menunjang pemahaman materi					
19.	Teks, gambar dan animasi yang ditampilkan dalam					



	multimedia ini tepat guna.					
Penataan elemen-elemen pada media pembelajaran.						
20.	Ukuran huruf yang digunakan dalam teks tidak terlalu besar dan tidak terlalu kecil.					
21.	Penataan teks, gambar dan animasi rapi.					
22.	Audio dalam multimedia ini terdengar dengan jelas.					
23.	Video dan animasi dalam multimedia ini memiliki kualitas gambar dan suara yang baik.					
Tombol Navigasi						
24.	Tombol-tombol navigasi pada multimedia media ini ditempatkan secara konsisten.					
25.	Tombol-tombol navigasi pada multimedia ini mudah untuk digunakan.					
26.	Tombol-tombol navigasi yang ada berfungsi dengan baik.					
27.	Terdapat tombol <i>shortcut</i> untuk kembali ke menu utama dan keluar dari aplikasi ini.					
Feedback						
28.	Multimedia ini memberikan feedback secara langsung.					
29.	Feedback yang tersedia membantu pengguna untuk dapat mengoperasikan multimedia ini dengan mandiri.					
30.	Skor penilaian yang tersedia cukup baik dan dapat membantu siswa mengukur kemampuannya.					

APPENDIX F

The Final Draft of the Interactive Learning Multimedia

TITLE PAGE

No.	Slide
1.	 <p>Figure 1: UNY Logo</p>
2.	 <p>Figure 2: Program Title Screen 2</p>

No.	Slide
3.	 <p>Figure 3: Program Title Screen 1</p>
4.	 <p>Figure 4: Direction</p>

UNIT 1

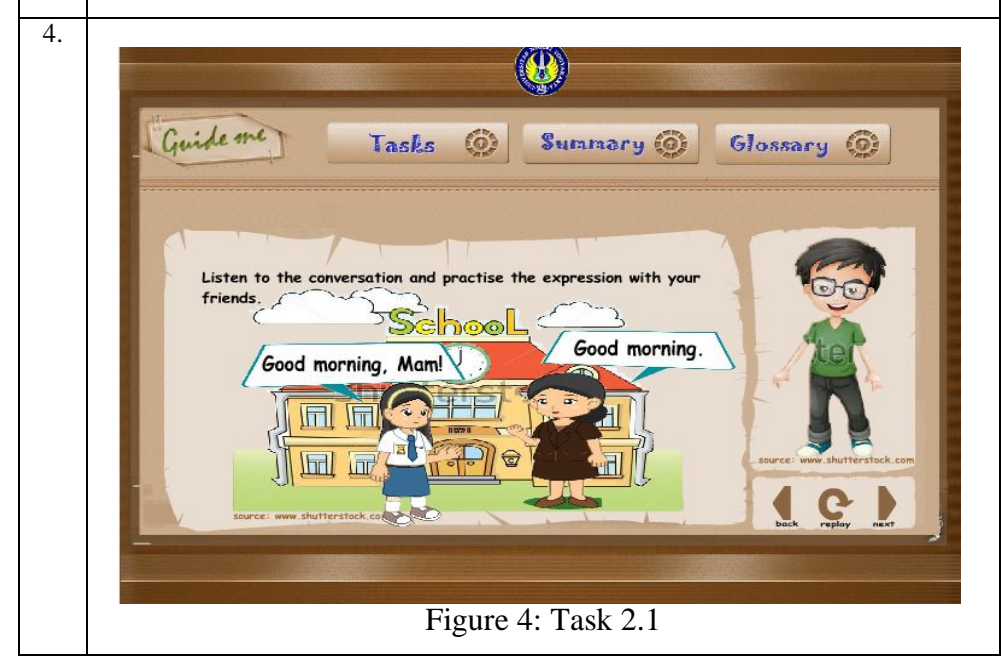
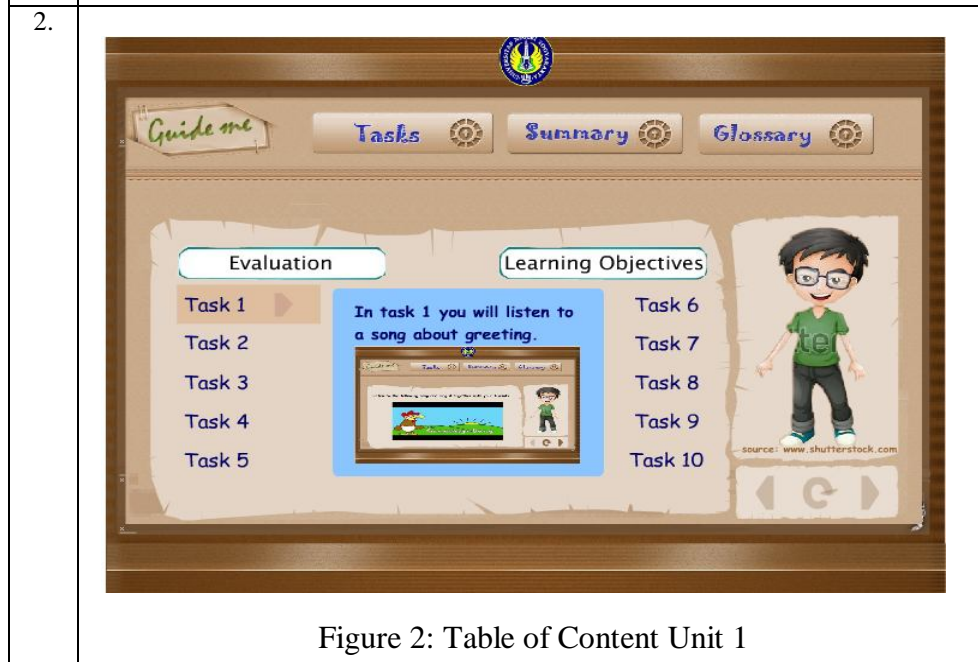




Figure 5: Task 2.2



Figure 1.6: Task 2.3



Figure 7: Task 3



Figure 8: Task 3.2



Figure 9: Task 3.3

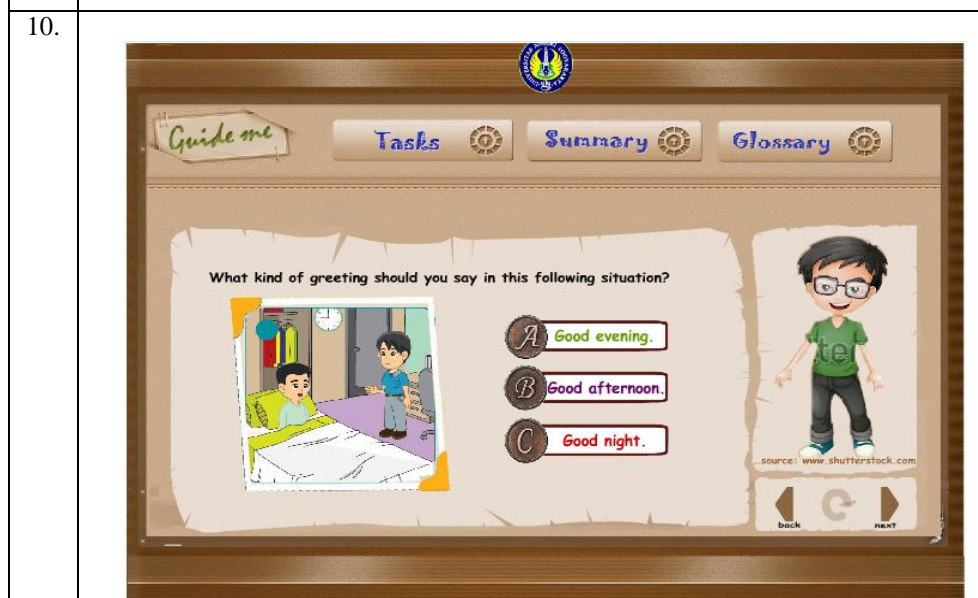


Figure 10: Task 3.4

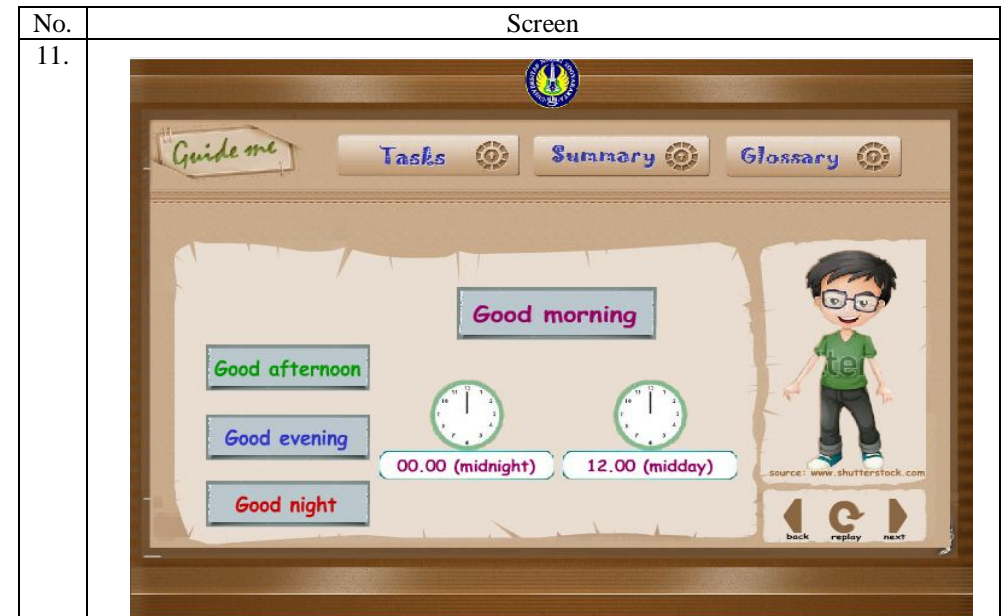


Figure 11: Task 4

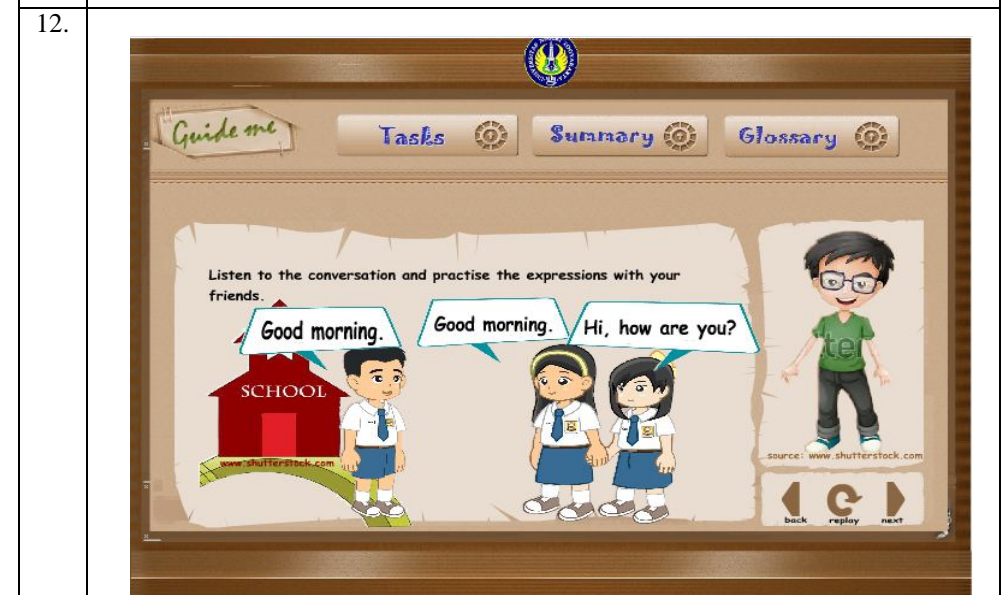


Figure 12: Task 5



Figure 13: Task 6




Figure 14: Task 7.1




Figure 15: Task 7.2



Figure 16: Task 8

No.	Screen
17.	 <p>Figure 17: Task 9</p>

18.	 <p>Figure 18: Task 10</p>
-----	--

No.	Screen
19.	 <p>Figure 19: Task 11.1</p>


20.	 <p>Figure 20: Task 11 (scoring)</p>
-----	--



Figure 21: Menu Summary Unit 1



Figure 22: Summary Unit 1




Figure 23: Summary Unit 1





Figure 24: Glossary


UNIT 2


No.	Screen
1.	 <p>Figure 1: Menu Material Unit 2</p>

2.	 <p>Figure 2: Table of Content Unit 2</p>
----	--


No.	Screen
3.	 <p>Figure 3: Task 1</p>

4.	 <p>Figure 4: Task 2</p>
----	--

No.	Screen
5.	 <p>Figure 5: Task 3.1</p>

6.	 <p>Figure 6: Task 3.2</p>
----	---

No.	Screen
7.	 <p>Figure 7: Task 4.1</p>

8.	 <p>Figure 8: Task 4.2</p>
----	--

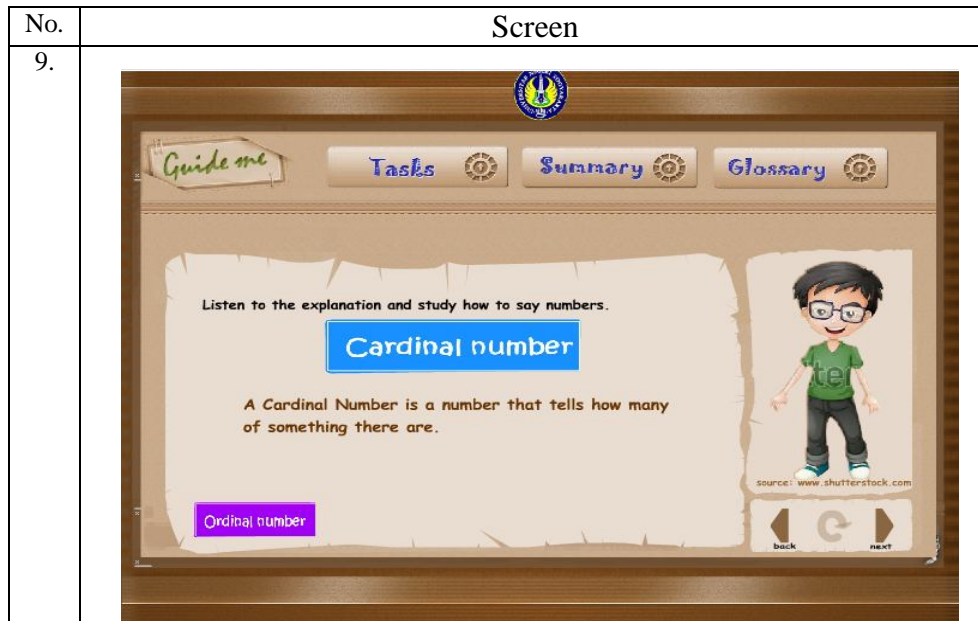


Figure 9: Task 5.1 (cardinal number)

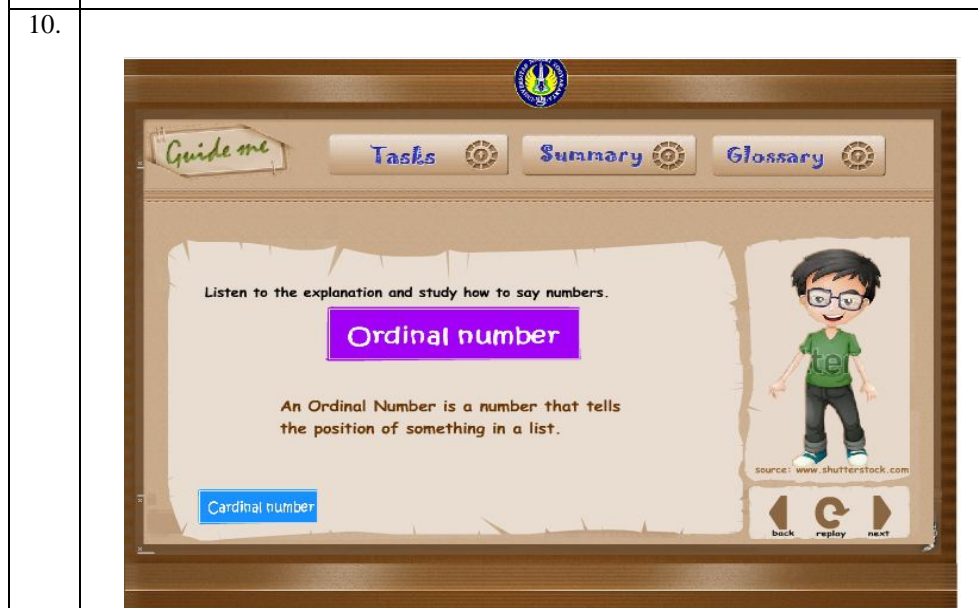


Figure 10: Task 5.2 (ordinal number)

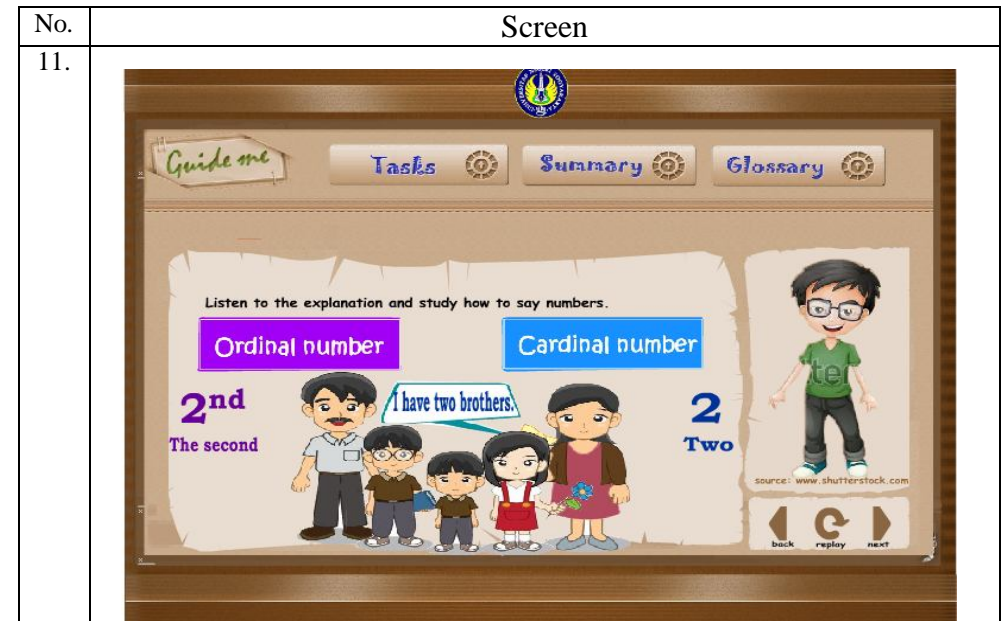




Figure 11 Task 5.3 (ordinal and cardinal numbers)



Figure 12: Task 6

No.	Screen
13.	 <p>Figure 13: Task 7.1</p>

14.	 <p>Figure 14: Task 7.2</p>
-----	--

No.	Screen
15.	 <p>Figure 15: Task 8.1</p>
16.	 <p>Figure 16: Task 8.2</p>

No.	Screen
17.	

Figure 17: Task 9.1

18.	
-----	--

Figure 18: Task 9.2

No.	Screen										
19.	<table border="1" data-bbox="1659 511 1823 706"> <tr> <td>1945</td> <td>on</td> </tr> <tr> <td>August</td> <td>56</td> </tr> <tr> <td>Friday</td> <td>17th</td> </tr> <tr> <td>at</td> <td>10</td> </tr> <tr> <td colspan="2">in the morning</td> </tr> </table>	1945	on	August	56	Friday	17th	at	10	in the morning	
1945	on										
August	56										
Friday	17th										
at	10										
in the morning											

Figure 19: Task 10.1

20.	
-----	--

Figure 20: Task 10.2 (scoring)

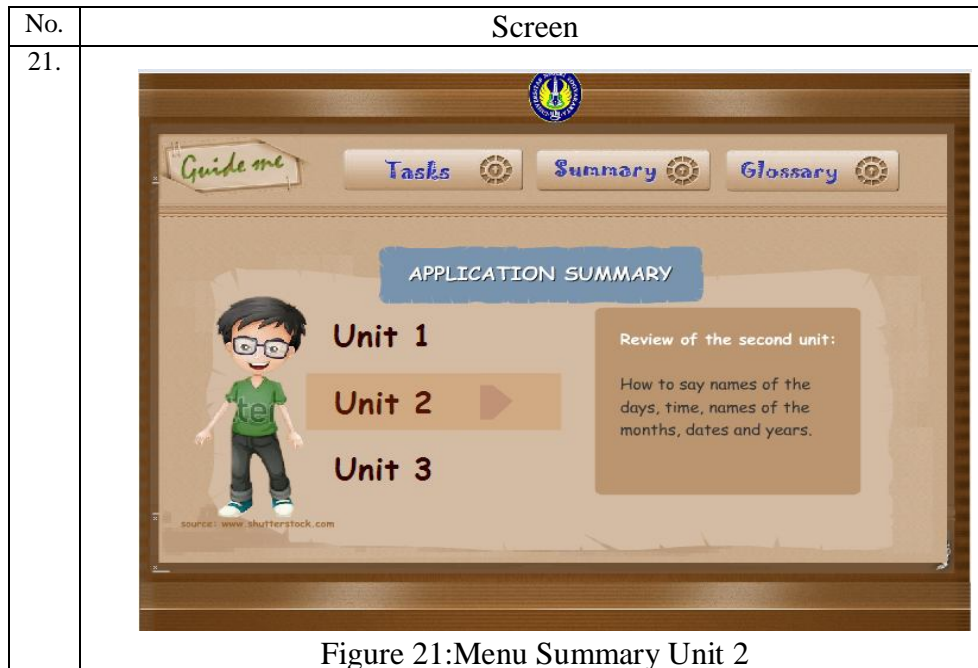


Figure 21: Menu Summary Unit 2

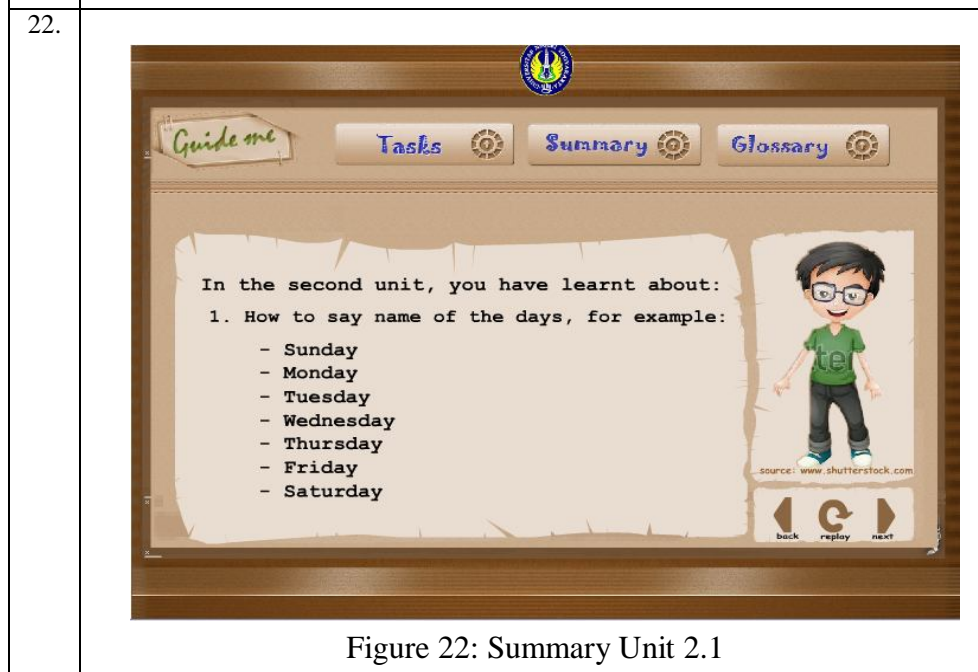


Figure 22: Summary Unit 2.1







Figure 23: Summary Unit 2.2



Figure 24: Glossary

UNIT 3

No.	Screen
1.	 <p>Figure 1: Menu Material Unit 3</p>
2.	 <p>Figure 2: Table of Content Unit 3</p>

No.	Screen
3.	 <p>Figure 3: Task 1</p>
4.	 <p>Figure 4: Task 2</p>


No.	Screen
5.	

Figure 5: Task 3

6.	
----	---


Figure 6: Task 4


No.	Screen
7.	


Figure 7: Task 5


8.	
----	--

Figure 8: Task 6

No.	Screen
9.	 <p>Figure 9: Task 7</p>

10.	 <p>Figure 10: Task 8</p>
-----	--

No.	Screen
11.	 <p>Figure 11: Task 9</p>

12.	 <p>Figure 12: Task 10.1</p>
-----	--

No.	Screen
13.	

Figure 13: Task 10.2

14.	
-----	--

Figure 14. Task 11

No.	Screen
15.	

Figure 15: Task 12

16.	
-----	--

Figure 16: Task 13

No. 17.

Screen



Figure 17: Task 14.1

No. 18.

Screen




Figure 18: Task 14.2

No. 19.

Screen

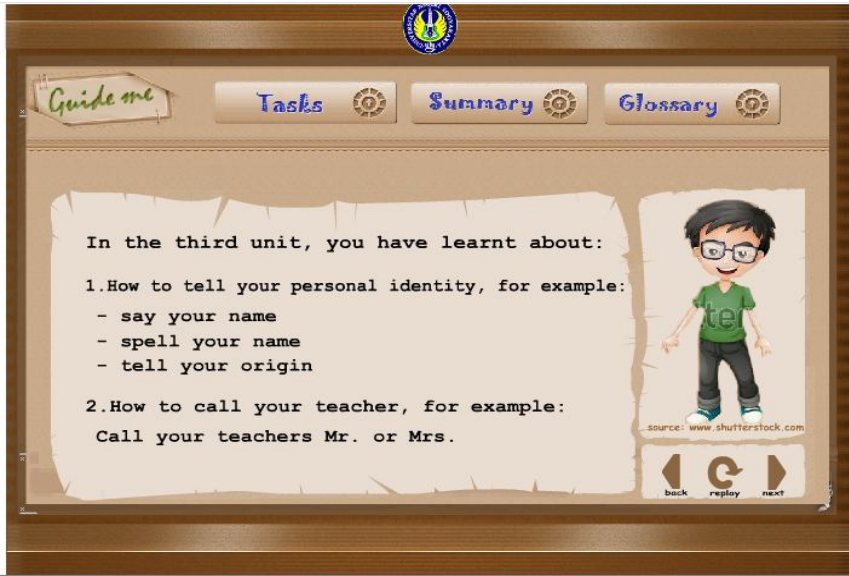



Figure 19: Summary Unit 3

No. 20.

Screen



Vocabulary List

aunt (kb)	: bibi	occupation (kb)	: pekerjaan
cook (kb)	: koki	older (ks)	: lebih tua
cook (kk)	: memasak	origin (kb)	: asal
delay (kb)	: penundaan	policewoman (kb)	: polisi wanita
family (kb)	: keluarga	promise (kk)	: janji
gardener (kb)	: tukang kebun	sibling (kb)	: saudara
laugh (kk)	: tertawa	spell (kk)	: mengeja
mention (kk)	: sebutkan	tree (kb)	: pohon
Mr. (kb)	: tuan	uncle (kb)	: paman
Mrs. (kb)	: nyonya	younger (ks)	: lebih muda

kb: kata benda, kk: kata kerja, kkt: kata keterangan, ks: kata sifat

Figure 20: Glossary

APPENDIX G

The Adapted Book *When English
Rings the Bell*